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Macalester Today Spring 2004

Macalester College

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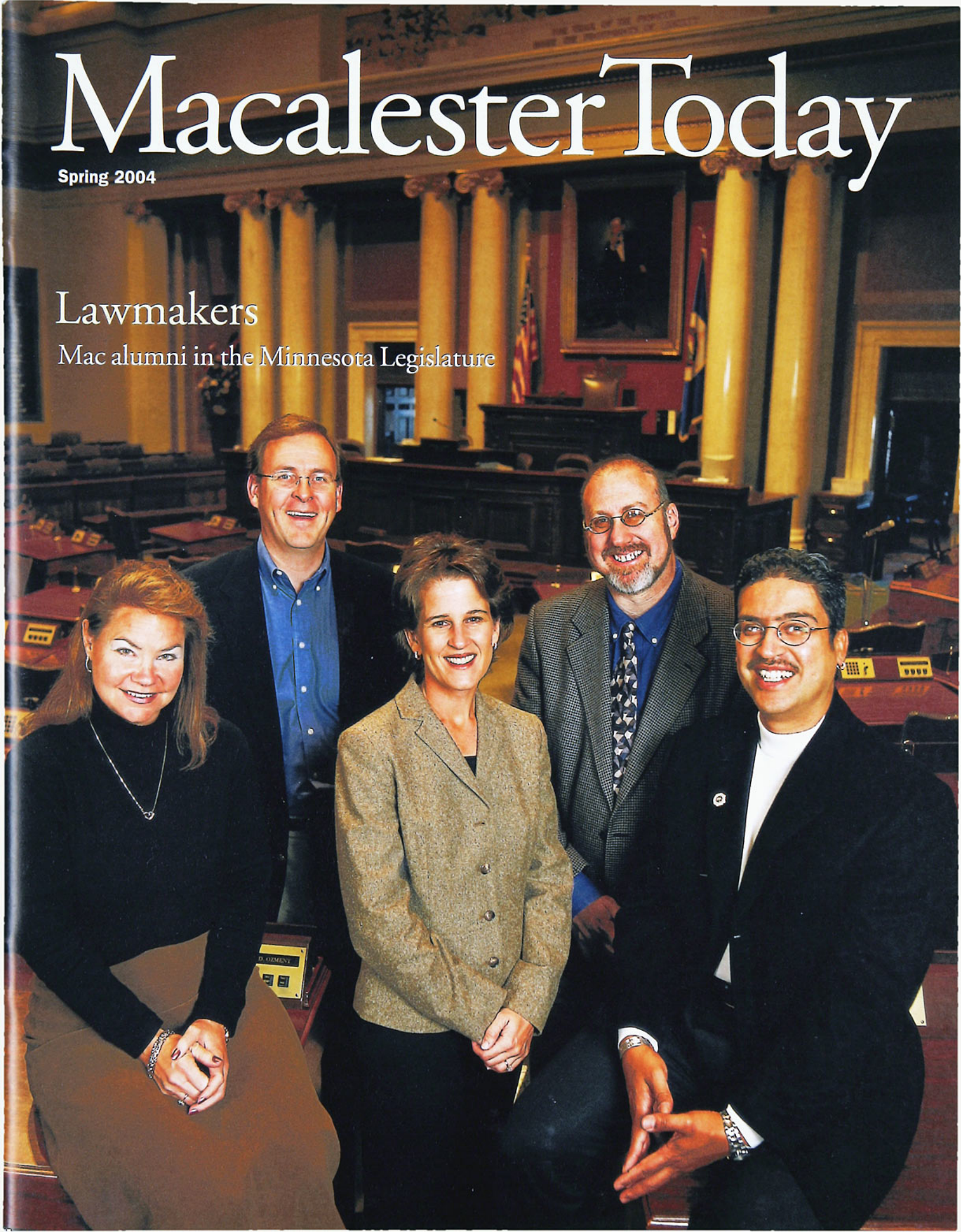

Lawmakers

Mac alumni in the Minnesota Legislature

Two steps forward, one step back: A personal journey from the heart of Slovakia

by Alyson Muzila '96

"***Kde má čiapku?"*** barked the elderly stranger who approached me in Bratislava's Hviesdoslav Square. Beside us, long fountains spilled forth chemically cleaned water onto stone ledges, creating a noise that heralded the arrival of spring. In the sunlit 55-degree air, my hatless 2-year-old remained oblivious to the man's query of "Where's his hat?" and reveled in forbidden water play. I had knowingly violated not one but two of the Slovak culture's cardinal rules by allowing my child to splash in unsanitary water and to be outside with an uncovered head. While the man lectured me on proper parenting, I played the role of an uncouth expatriate mother fumbling through the cultural matrix of her husband's homeland, an act that I performed quite well.

"Two steps forward, one step back," was the pace of my year-long experiment in international family living in the Slovak republic. We made our home in Bratislava's Old Town, the center of an exhaust-filled capital city fortified by the Danube River on one side and a castle and city wall on the other. There, every building breathed history and secrets lingered in the ruins of a rich but democracy-starved past. Friends called my voluntary exile to the former Eastern Bloc country both "brave" and "admirable." I saw it as necessary. Discovering my newly adopted country and its language was like finding the key to a beautifully hand-carved door; unlocking it allowed me to better define myself as an American, a partner in a bicultural marriage, a mother and a global citizen.

Now that castles and cobblestones have given way to the immaculate lawns and too-wide streets of American suburbia, I unpack my bags and uncover the cultural souvenirs that unknowingly crept into my luggage.

Alyson Schiller Muzila '96 resides near Boston with her family. She currently is writing a memoir about her Slovak experience.

Examining my recollections, I find that I am no longer just an American, but am part *Slovenka* as well.

Alyson Muzila '96 with son Lukas, his great-grandmother Anna Muzilova, Alyson's mother-in-law Jolana and aunt-in-law Otilka. The photo was taken in Malatina, Slovakia, pictured at lower left.

Come to my house and I will offer you slippers regardless of the season. Part of me now believes, as Slovaks do, that you catch cold from being cold, and that uncovered feet invite illness. During your visit, please note that unwanted sand from the playground no longer enters my house, thanks to the lessons of Slovak mothers who smartly emptied their children's shoes in the sandbox before they went home.

Don't be surprised if my son calls you *Teta* or *Ujo*. It is standard for Slovak children to convey respect to anyone older—from cabbies to construction workers, homeless people to salespeople—by addressing them as Aunt or Uncle.

Come to my house and I will offer you slippers regardless of the season. Part of me now believes, as Slovaks do, that you catch cold from being cold, and that uncovered feet invite illness.

Somehow, addressing strangers and family alike with a name blind to race, profession or economic status seems far more equalizing than the anonymous "Hey!" of modern American English.

When you pay us a visit, please arrive hungry, for entertaining qualifies as a Slovak national pastime. Whether it's in the synchronized rhythm of Sunday noon, when housewives village-wide pound their chicken cutlets, or the effortless production of a four-course buffet during an impromptu visit, you will be awed by the well-polished grace of the Slovak host. The cadence of "Please have some more" and "No thanks, I can't" punctuates any visit, and stops only when you have surrendered to the

Easter in Slovakia

continued on page 5

Features

page 28

Departments

page 20

Cover story: page 24

Lawmakers

Five Macalester alumni are serving in the Minnesota Legislature. We asked them about their public policy agendas. Steve Woit photographed the group in the Minnesota House of Representatives.

Macalester Today
Spring 2004

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'Macalester Family Values'

I HAVE TO SAY that I am more than surprised at the cover of the Winter issue of *Mac Today.* It depicts a very blond family with the headline "Macalester Family Values." Who in the world thought that was a good idea? That is about as far from the way I think that Macalester is and the way Macalester thinks about itself.

By the way, I happen to be blond, so that isn't an issue. But I really think this was a very narrow way to depict Macalester. The term "Family Values" has such a narrow, Republican, conservative agenda attached to the phrase. Frankly, yuk.

Cindy Syme '84
St. Paul

I THOROUGHLY ENJOYED the story about "Macalester Family Values," particularly the story on the Andersen family—Susan '03, Charles '65 and Mary Andersen '66. It was like a story out of the movies, beginning with Charles and Mary eating mashed potatoes in the Wallace dining room, and from there to their wedding, vocational goals achieved and family. What made the story even more interesting was all of the pictures of their time at Macalester and now today.

I thought Jan Shaw-Flamm '76 did an excellent job of putting the article together.

Hugh Owens '53
Overland Park, Kan.

Uglier sides

WHENEVER the alumni magazine hits my mailbox, I always feel nostalgic for campus and the life I had at Macalester. Usually I glance through the articles, skim the class news (never enough from the Class of '92!) and check on the happenings of my favorite professors. I enjoy it, but I rarely feel as engaged or connected as I did when the Winter issue arrived.

I want to meet the new president, whose personal editorial was down-to-earth and gave me a picture of the man beyond his goals and aspirations for Macalester. As a former Turck resident, I want to see the new dorms! But most of all, I want to thank the college and the editor of the *Macalester Today*, who, by writing about some of the uglier sides of campus life (choosing to include news of the recent on-campus sexual assault, the murder/suicide of an alumna and the child pornography case) kept me a part of the community by showing me life beyond the glossy photo ops.

Writing about some of the uglier sides of campus life kept me a part of the community by showing me life beyond the glossy photo ops.

It was a risk in a magazine devoted to former students and donors. But the directness of the magazine reminds me of Mac's integrity. It's a school I hope my children will attend some day (rather than their dad's alma mater, that rural school up the road in Northfield).

Thanks for still being Macalester—I sure do miss it some days.

Alison Momeyer '92
Cincinnati, Ohio

Communication and Media Studies

I WAS DEEPLY disturbed to learn that Macalester recently made the decision to break up the Communication and Media Studies Department. I find that while the faculty and administration made a decision based on monetary resources, they did not value strongly enough the enormous impact such a decision would make on the future student body.

In 1995, I earned my B.A. in communication studies (media was added later) after taking classes with challenging and inspiring professors including Roger Mosvick, Clay Steinman and my adviser, Adrienne Christiansen. The strong background and breadth of subject matter provided by this faculty led me to pursue further interests in communication studies at both the M.A. and Ph. D. levels, and I am now very happy

in my role as assistant professor of communication studies at San Jose State University.

My choice to dedicate my career to the field of communication studies was not made lightly. Indeed, years of study, research and teaching proved over and over again to me that students gain valuable insight in communication studies classes about culture, history and society that cannot be separated out into political science and cultural studies. The loss of faculty in the area of interpersonal communication in particular will leave future Macalester students without a way to learn about the cultural, psychological and societal impact of our everyday interactions.

What saddens me most deeply is that no future Macalester student will have the opportunity to understand the importance of communication studies as a field; rather, Macalester's outstanding faculty of communication and media studies will be forced to frame their studies and their classes in such a way that conforms with the departments in which they now find themselves. It will be much more difficult for political science or cultural studies majors to understand the important link that communication studies makes between those fields.

What saddens me most deeply is that no future Macalester student will have the opportunity to understand the importance of communication studies as a field.

I hope that, given the opportunity, Macalester will reconsider this decision in the future. Unfortunately, until then, I believe that Mac students are done a great disservice.

Christina Sabee '95
San Jose, Calif.

I AM WRITING this letter after several conversations I have held with graduates of the Communication and Media Studies Department at Macalester. We all were upset to read about the closure of the department in the Fall *Macalester Today*.

My experience in that department directly influenced the trajectory of my career, since after leaving Mac I earned an M.A. in communication from Kansas State University and am now finishing my dissertation in communication from the University of Southern California. This year, I have been hired as an assistant professor of communication at California State University at Northridge. I am also the director of speech and debate here at CSUN. It was the undergraduate degree from Macalester that taught me the importance of public communication that now I am working to teach others.

I was pleased to learn that the faculty from this department will continue to be employed at Macalester. However, discontinuing the major and the department is a frightening step. Although the Departments of Political Science and Cultural Studies are both outstanding, neither is equipped to teach the broad range of material that was encompassed under the umbrella of communication studies. For example: interpersonal communication, group communication, business communication, public speaking, intercultural communication, debate and performance studies are the focus of classes in communication yet are only tangentially discussed in many cultural studies or political science classes. These are valuable areas for students to study. These areas impact the everyday lives of citizens of the world. If the goal of the college is to train citizens, the collapse of the Communication and Media Studies Department contradicts this aspiration.

If the goal of the college is to train citizens, the collapse of the Communication and Media Studies Department contradicts this aspiration.

I was fortunate to double major in political science and communication at Macalester and found the courses complementary, yet very different. The focus of my personal work crosses both of these fields, yet is informed by theories of communication that are not incorporated into political science curriculum. I am sad that future generations of Macalester students will not have the opportunities that I did. I hope the college is given the chance to reevaluate this decision in the near future. Communication is fundamental to every other course in the college and to every decision made in life. Studying how to effectively communicate should not be optional for a liberal arts education. Unfortunately, it sounds like at Macalester the students will no longer even have this option to choose.

Rebecca Opsata '92
Northridge, Calif.

Down syndrome

THE DEATH of Mine Ener '86 and her newborn child with Down syndrome [Winter issue's obituaries] is an unfathomable tragedy for her family, and certainly touched a chord with the Macalester community and the nation as a whole.

My wife, Kris, and I have two children, 8-year-old Samuel and 5-year-old Grace, who has Down syndrome. We were filled with sorrow upon learning of Grace's diagnosis when she was born. We continue to have moments of grief over the challenges that Grace faces; however, any sad feelings that arise on occasion are overshadowed by the

Corrections

As we reported in the Winter issue, May Lin Kessenich '05, pictured at left, was named MIAC Defensive Player of the Year for the second straight season. However, the photo we used to highlight her award was of another player.

In the Fall issue, we misquoted part of TV journalist Elliott Lewis' remarks at Macalester. In all, 6.8 million Americans checked two or more racial categories on the 2000 U.S. Census. However, there was no "multiracial" category. Lewis writes *Chicken Gumbo for the Multicultural Soul* (not *Multiracial Soul*, as we reported). It is the title for his online column at NewPeopleMagazine.com, an e-magazine on interracial family matters; his presentations on multiracial issues; and his booklet of essays. ●

tremendous joy and pride that Grace gives us. She has a vivacious personality and is an enthusiastic learner who gives boundless love and pleasure to us and the people involved in our lives.

I know next to nothing of the circumstances involved in Mine's daughter's short life and death, besides the reference to Mine not wanting her daughter to go through life suffering. From the experience that our family and friends have with Grace, I suspect that Mine's reason for killing her daughter was imbedded in the type of distorted thinking that often grips people who are in the midst of major depression, rather than normal grief or anything resembling an accurate prediction of her daughter's future.

Arthur Kowitch '86
Portland, Ore.

White House photo

IN THESE politically correct times, I do not envy the position of the editor of *Macalester Today*. I was disconcerted that political correctness had reached such a level at Macalester that you found it necessary to apologize for printing a photo of President Bush—responding to a letter, in the Fall issue, from Georg Leidenberger '87.

For a while I debated commenting on the tone of his letter, but decided that he, and many of the other letter writers, has every right to express negative opinions of the president and his administration's policies. Even in an alumni magazine.

"Don't acknowledge the Bush administration—go so far as to put their photos down the memory hole," was the chilling message.

But, in reply to Mr. Leidenberger, you noted that you knew printing the photo of President Bush would upset some readers, adding that in context the photo was not commenting on Bush's administration.

How far has PC gone at Mac that you felt the need to apologize for printing the photo? The "context" was a president of the United States giving free publicity to "Anton's Law" [named after the late son of Autumn Alexander Skeen '78] and the efficacy of booster seats for the safety of children in cars.

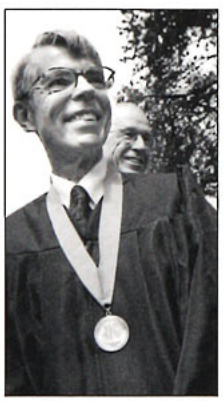
Of course, your instincts concerning the reflexively Pavlovian responses to the photo were depressingly correct. Some readers were upset. In the vocal disdain for Bush and his policies, I perceive an insult to the Skeen family and to others who work to improve the safety of children (in cars or elsewhere). "Don't acknowledge the Bush administration—go so far as to put their photos down the memory hole," was the chilling message. Even if in doing so you can give publicity to a message that might save children's lives? Apparently not only is all politics local but all events are political.

As I said, I don't envy your job when its "context" demands that no positive mention can be made of exciting events such as the passage of Anton's Law.

Bill Boyd '53
Cincinnati, Ohio

Fifty years on

WITH EVERY ISSUE of *Mac Today*, I anxiously scan class news for my era and study reunion photographs, hoping to glimpse students I knew. Almost never am I able to identify anyone I knew from their middle-aged transformations, but have to depend on picture captions to tell me whom I am looking at. Even then, the person I knew can only seldom be seen peeking out behind the silver hair, fallen jowls, bent frame, failing eyesight and sagging figure of his or her 70-year-old impersonation. Alas, neither the camera nor the mirror can be persuaded to lie to us.



David Gehrenbeck '53

In such a context, what an unalloyed pleasure it was to see on page 26 of your Fall issue a photo of David Gehrenbeck '53 at his class reunion, marching in the 2003 commencement parade. David is not only instantly recognizable, he is unchanged: the same wide smile, the same trim figure, the same shock of unruly hair touched by only a hint of gray, a lock of it falling over his forehead just as it used to, the same open countenance unmarked by sag or wrinkle.

Those who knew David will not doubt that he is as unassuming as ever, and has kept the same optimism, eagerness for life, fairness of mind and rush of speech he had when a student. From his picture, David might be setting foot on campus in 1949 for the first day of classes. Even after five decades, the iron gates of life have left him unmarked.

Thank you for publishing the photograph that allows us to renew at long distance an old acquaintance, and for reminding us how on some shoulders, the years lie lightly.

Bob Balay '52
New Haven, Conn.

Similarities

THANK YOU for this excellent publication. Although Mac was a slightly different place for my Class of '45, there are similarities even as the world has changed.

Dodie Stearns '45
Wilson, Wyo.

Two losses

I ALWAYS enjoy catching up with Mac and former teachers and friends through *Macalester Today*.

[Re: obituaries in the Fall issue]: Professor Al Jones, Biology, taught us "nature-study" as no one else could. Bob Bauman, an instructor in audiovisual education, inspired many teachers-to-be to use visuals, myself included.

Ann Timmerman Benteman '59
Topeka, Kan.

Russ Wigfield

I, TOO, fondly remember Russ Wigfield [the former Macalester chaplain, who now has Alzheimer's disease]. He came to Fargo, N.D., to marry us on Dec. 28, 1963, at the 1st Presbyterian Church.

Going to Mac was great, and especially because I already had a friend—Russ—there when I entered as a freshman. I have many great memories of him, not only on campus but at his home.

Kay Andrist Aaker '62
Orinda, Calif.

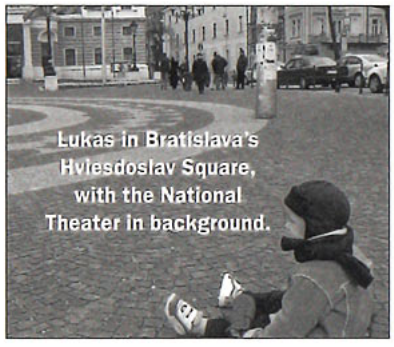
Two steps forward, one step back *continued from inside front cover*

culinary pressures of goose liver, potato *loksĕ*, braided cheese and wild-berry compotes.

Allow me to entertain you with the imagery of Slovak grammar, where *šošovice* (lentils) sound like *šošovky* (contact lenses), *slimaky* (snails) crawl from fairytales to menus and *hadice* (hoses) resemble *hady* (snakes). You will be surprised, as I was, that the word "girl" is of the neutral gender, and that *kufor* means both "suitcase" and one's "oversized rear-end."

At the conclusion of your visit, we will walk you to your car and collectively bid you farewell in a tradition developed to ensure that bloated visitors can be rolled down the driveway if necessary.

Were it not for Macalester, my observations might end there. But after living four years on Grand Avenue, in that small bubble of differences and commonalities, I learned to reverse this situation and identify the unique cultural keepsakes that make me more American than Slovak. Like how I prefer tennis shoes and sweats to the stiletto heels and belly-baring jeans of young Slovak mothers. Or that I freely splash in public fountains with my son, eat ice cream in winter and sit on cold rocks without the ingrained fear that such activities lead to whooping cough or bladder infections. I maintain a healthy respect for authority and the local police but will jaywalk or cross on red without a thought when I am in a rush.



Lukas in Bratislava's Hviesdoslav Square, with the National Theater in background.

These keepsakes make sense here, in America. But when in Rome, I say "do like the Romans," put on a hat and *then* ask the locals why it's necessary. Not asking the question prevents you from realizing that your story is but one small narrative in a diverse world of epics.

Thanks to Macalester I learned that peeling away my biases and unpacking my cultural baggage is as much an educational experience as is living overseas.

Thanks to Macalester I learned that peeling away my biases and unpacking my cultural baggage is as much an educational experience as is living overseas. And whether it's the oft-cited "trust the natives" lesson of Kofi Annan—who saw earmuffs as ridiculous until he encountered a Minnesota winter—or the concern-laden message hidden in the Slovak's blunt question, cultural wisdom abounds and is ours to discover.

So remember, when you embark on your own personal journey, don't forget to carry an empty suitcase. You'll have plenty of souvenirs to bring back on your return. ●

Richard Greenwood '70 died Jan. 15, 2003. See pages 47–48. He was a member of the Baghdad-On-The-Subway Municipal Swing Band, comprised of musicians from the Classes of '67–71, that will perform at the Class of '69 reunion in June. Band members can contact john.curlee.b691@statefarm.com.

Richard Greenwood '70, 1948–2003

RICH GREENWOOD had a passion for life that was outgoing and private in the same breath. He was equally at home picking agates on a riverbed or in front of an audience in a club. He loved music, circus, trapeze, downhill skiing, the mountains, his children, his wife Judy and many friends.

His passion for life was reflected in his infectious laugh, his rich voice, vibrant guitar, haunting violin and his music—some of which was recorded on the album *One Time One Place* with many friends including Clyde Thompson and myself.

Richard Greenwood has left a wonderful imprint on us, and on the world. What an amazing gift that he touched our lives. He is missed.

John Curlee '69
Eden Prairie, Minn.

DURING OUR formative Macalester years, Richard Greenwood was first a dear and close friend, and then a musical colleague who influenced enormously the course of my adult life.

I don't think I've ever known anyone with a greater appetite for living. His interests, talents, loves and passions were prodigious, and led him to, among other things, a stint as a circus performer in Denmark where his specialty was walking on a tightrope while playing his violin.

His enthusiasm for living was incandescent; he radiated charisma and sheer joy. I was once in a restaurant with him—Richard was being his usual ebullient self—when a complete stranger sitting in the next booth turned around to tell us what a fascinating conversation he couldn't help overhearing.

His enthusiasm for living was incandescent; he radiated charisma and sheer joy.

Such was a typical response to being in Richard's presence, for he was always totally alive, totally engaged with the present moment and totally engaging. Richard was a brilliantly talented, unique individual who expressed himself through his music with searing openness and honesty.

He was an artist, in the truest sense of the word.

Clyde Thompson '69
Bend, Ore.

Rhodes Scholar

Simon Morrison '04, an English major, will spend two years at Oxford

"IT WAS GREAT," Simon Morrison '04 said. "But I was standing next to the other six finalists when I heard so I had to be reserved. My family has been more exuberant than I have."

Morrison was named a Rhodes Scholar from his native Jamaica. He learned of the decision Dec. 4 after interviewing with the selection committee.

He is the 11th student from Macalester to win a Rhodes. Thirty-two Americans were awarded a Rhodes this year. Morrison is the only student from Jamaica to receive the prestigious scholarship this year.

He will spend two years studying at Oxford University in England where he plans to get a master's in social and economic history. An English major at Macalester who has done much of his work on post-colonial literature, Morrison also enjoys theater, sports, politics, science and poetry. His adviser is English Professor Stephen Burt.

Morrison and two classmates started a literary magazine, *The Butcher Shop*, as a vehicle for college students to publish their poems, short fiction and book reviews. In an interview with *Insight News*, a newspaper for the African American community in the Twin Cities, Morrison said he learned about Macalester through a high school program in Jamaica that helped prepare him for the U.S. college system.

'I noticed a great deal going on intellectually at [Macalester]. The school had plenty of resources, too.'

"We had someone from the college come speak to us, and I visited the school. I noticed a great deal going on intellectually at the school. The school had plenty of resources, too. For example, there have been a lot of opportunities for me to get grants for different things like the magazine," he said.

He is one of 18 Jamaican students enrolled at Macalester. "There's a good Caribbean community at school, so there wasn't so much of a cultural shock for me. I was also aware of how things were going to be because I've been here before and because of music and TV. However, the longer that I've been here, I am starting to see the cultural difference between here and Jamaica."

GREG HELGESON

Simon Morrison '04, the 11th student from Macalester to win a Rhodes Scholarship, receives congratulations from friends at a reception in his honor.

The Rhodes program was established in 1903 to provide students with opportunities for an international education. Each year students from 18 countries and five continents study at Oxford University. Rhodes Scholars are selected based on high academic achievement, integrity, unselfishness, respect for others, leadership and physical vigor.

Campus events

Note: *Because this issue of* Mac Today *went to press in mid-February, only a few events are listed here. Please consult the* **Arts & Events Calendar on the Web:** *www.macalester.edu, click on Arts & Events Calendar. Or call the phone numbers listed below for specific activities.*

April: Alumni Month of Service; see www.macalester.edu/alumni

April 2–4: Spring Dance Concert, Theater and Dance Department (651-696-6359)

April 18: Marjorie Merryman lecture (see page 8)

April 22–24 and April 29–May 1, "Mother Courage and Her Children," by Bertolt Brecht, Theater and Dance Department (651-696-6359)

May 15: Commencement

June 4–6: Reunion

July 10–20: Alumni tour of Iceland (see page 36)

Oct. 29–30: Alumni of Color Reunion

Theater and Dance: 651-696-6359

Macalester Gallery: 651-696-6416

Music Department: 651-696-6382

Athletic events: 651-696-6267

Ruminator Books

Beloved bookstore fights to keep going as community-owned bookstore

AS THIS ISSUE of *Macalester Today* went to press in February, the owner of Ruminator Books said he expected to have sufficient capital to pay much of a $750,000 debt and keep the independent bookstore in business—as a community-owned bookstore.

David Unowsky, who owns Ruminator, with his wife, Pearl Kilbride, said the beloved bookstore adjacent to campus could survive with the help of a successful stock offering, a gift from an anonymous benefactor, sale of the bookstore's literary review and a grant from the city of St. Paul.

The bookstore—formerly known as the Hungry Mind—declared in a statement on its Web site: "As Mr. Twain would say, 'Rumors of our death have been greatly exaggerated.' Thanks to the strong community support we've received, the long-term survival and health of Ruminator Books is starting to crystallize."

Macalester is the bookstore's longtime landlord. Until last year, textbooks for college courses were sold through Ruminator. The bookstore had been facing a Jan. 31 deadline for raising $500,000 or closing its doors and surrendering its assets to Macalester.

"Due to our progress and close co-operation with Macalester our relationship has never been better. We expect to be their tenant and college bookstore for many more years," the Ruminator Web site said.

Ruminator offered shares of public stock for $1 per share, with a minimum purchase of 250 shares. According to its disclosure document, Ruminator Books had $589,000 in loans outstanding and $92,000 in past due rent owed to Macalester as of Aug. 31.

Unowsky opened the Hungry Mind in 1970. The bookstore changed its name to Ruminator in 2000 when Unowsky sold the rights for the original name to an Internet start-up business for an undisclosed figure.

Drop Russian? Nyet

Faculty votes to keep Russian Department

BY A VOTE of 64-53 in a mailed ballot, the faculty rejected a proposal by its Educational Policy and Governance Committee (EPAG) to eliminate the Russian Department.

The December vote followed a third and final debate at a faculty meeting attended by more than 20 students and an unusually large number of faculty.

EPAG Chair Gary Krueger, a professor of economics, said the argument for eliminating Russian is based primarily on low enrollment figures. Provost Dan Hornbach said the elimination of Russian would ultimately free up three FTE (full-time equivalent) positions that could alleviate the burden in larger departments that are currently understaffed.

'[Dropping Russian] would make Macalester the only one of our 15 comparison schools . . . not to recognize the centrality of Russian to a liberal arts education.'

Members of the Russian Department said their numbers reflect national trends which are generally responsive to geopolitical climates and that there are indications of increasing popularity for Russian. Russian Department Chair Gitta Hammarberg, in remarks that drew enthusiastic applause from those in attendance at the December meeting, said enrollments are currently on the rise, and that this year's enrollments more than double those of last year. "If enrollments are indeed the crux of the matter, please, look at them," she said, pointing out that enrollments are now higher than they were in 1988, when the faculty decided to expand the Russian Department.

Hammarberg said that discontinuing Russian would gain only one temporary position and would deny Macalester not only language courses but also classes in literature and culture. "Voting for the motion would make Macalester the only one of our 15 comparison schools and all the schools ranked above us by *U.S. News and World Report* not to recognize the centrality of Russian to a liberal arts education," she said.

Ahmed Samatar, dean of international studies and programming, spoke in support of the motion to eliminate Russian. "We have to distinguish between the dictatorship of numbers and the logic of numbers," he said. "We have arrived to confront the logic of numbers."

Students in attendance spoke out against the demise of Russian. "I chose Macalester because I knew I could major in Russian and because of the strong international studies program here," Betsy Engebretson '07 said. "Macalester prided itself on internationalism and multiculturalism, and that was what I wanted. To cut Russian would diminish this commitment to internationalism—Russian opens up Russia, Central and Eastern Europe and Central Asia; without the language, you wouldn't be able to understand the cultures in a large part of the world."

Blind alley

The Twin Cities and national news media picked up a *Mac Weekly* article in November that reported on a discussion at Macalester related to "gender-blind" housing.

The newspaper and TV stories tended to obscure the fact that the idea of men and women living together in the same room was never under consideration, according to Laurie Hamre, vice president for student affairs. She said the college has made no change in its housing policies.

The media coverage and its aftermath is the subject of President Rosenberg's column this issue (page 16). ●

Redeeming lessons

Love, betrayal, anger, belonging. They all figure in Professor Marjorie Merryman's new work about the 1704 'Deerfield Massacre' and its aftermath

EUNICE WILLIAMS, her parents and seven siblings were asleep early the morning of Feb. 29, 1704, when a war party made up of Native Americans and a few French soldiers descended upon the village of Deerfield, Mass., and into the Williams' home. For months, Eunice's father, the Rev. John Williams, and other townspeople had feared this day.

"Taking down my pistol," the reverend wrote in *The Redeemed Captive*, "I cocked it and put it to the breast of the first Indian who came up, but my pistol misfiring, I was seized by three Indians who disarmed me and bound me naked."

The "Deerfield Massacre" had begun.

Within hours, over 50 people were killed, the town was set ablaze and 112 men, women and children—including 7-year-old Eunice—were taken prisoner and marched nearly 300 miles from western Massachusetts to Montreal. More than two years later, after the Massachusetts governor paid the ransom, most of the captives went home. The "redeemed captives" included all the members of the Williams family, except Eunice. After intensive negotiations secured her release, the young girl, now 13 years old, decided to stay. She would later marry a Mohawk man, have two children and become totally assimilated.

The complex story and Eunice's journey, from Puritan girl to Mohawk woman, fascinated Marjorie Merryman. And when the Newburyport (Mass.) Choral Society commissioned her to compose a piece, she thought about Deerfield.

"When I first read the story in *The Unredeemed Captive*, by Yale historian John Demos, I wasn't searching for a text," Merryman said. "I just thought it was an interesting book." But she couldn't get the story out of her mind. "I wanted to tell this story from all of its competing sides, colonial, Native American, family and religious. The challenge was to unite these many perspectives into a coherent and moving musical work." Last November, "One Blood," her 35-minute work for chorus and orchestra, received its Boston premiere.

'I wanted to tell this story from all of its competing sides, colonial, Native American, family and religious.'

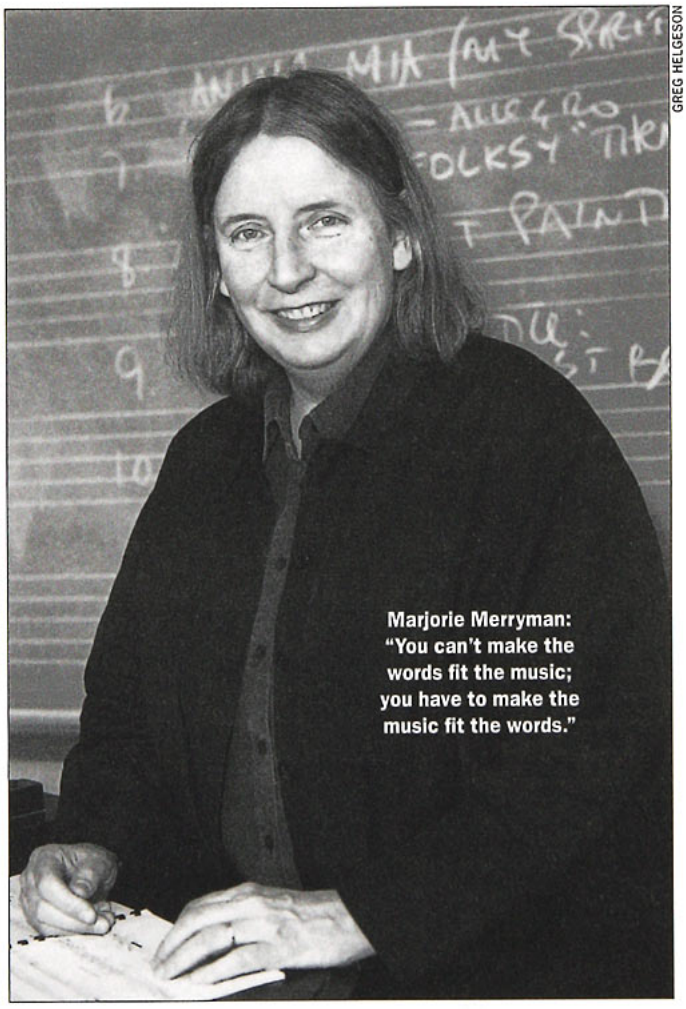
Merryman, who had been a prominent figure in the Boston music community for 30 years, came to Macalester in January 2003 from Boston University. She is the first holder of the Harry M. Drake Distinguished Professorship in the Humanities and Fine Arts and chair of Macalester's Music Department. As a composer, she has been commissioned by the New England Philharmonic and the Saint Paul Chamber Orchestra, and has received prizes and fellowships from the American Academy of Arts and Letters, Tanglewood, the National Endowment for the Arts Meet-the-Composer program and many others. Her work includes orchestral, choral, vocal, chamber music and opera.

"The text has to come first," Merryman said. "You can't make the words fit the music; you have to make the music fit the words."

Merryman usually doesn't need to do historical research, but with "One Blood," she went to Deerfield and was able to use diary entries, sermons, the Bible, quotes from personal histories and actual letters for a story that would span 130 years.

One such letter came from Eunice Williams, who eventually returned to Massachusetts to visit her family, steadfastly remaining a Mohawk woman until her death in 1786 at age 90.

Eunice's extended community struggled with the meaning of race, faith and brother-



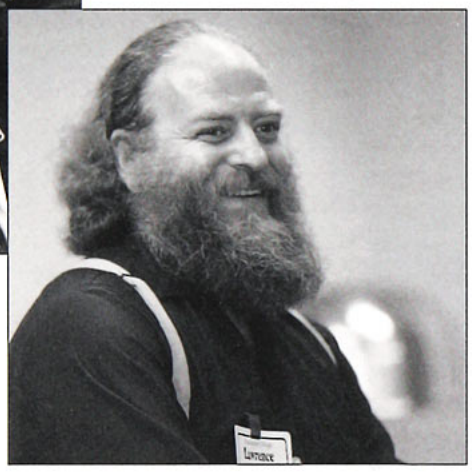
GREG HELGESON

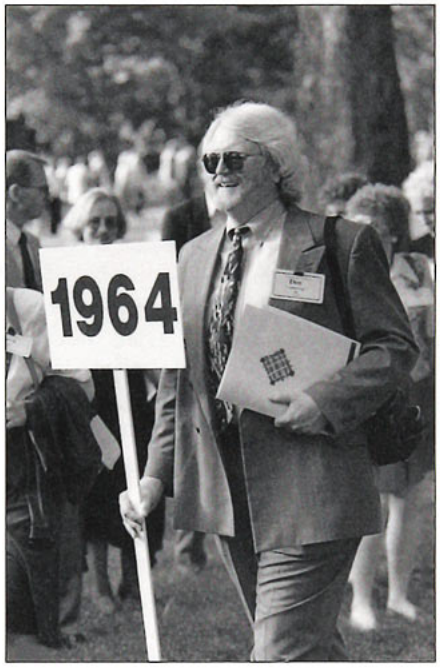
Marjorie Merryman: "You can't make the words fit the music; you have to make the music fit the words."

Merryman lecture

- Marjorie Merryman's inaugural lecture as the Harry Drake Endowed Professor of Music and Fine Arts
- 3 p.m. Sunday, April 18
- Concert Hall, Janet Wallace Fine Arts Center

PHOTOS: GREG HELGESON





Scenes from Reunion in 1994

This year, Reunion will take place June 4–6. See Class Reunion Contacts in Class Notes and www.macalester.edu—click on Alumni Relations.

hood for several succeeding generations, according to Merryman.

"This particular piece deals with issues of racial and ethnic and religious identity, and what authentic identity is, and those are interesting issues now as well as then," Merryman said. "And so I didn't embark on this with the idea of writing something controversial, but in working on it, I became more aware of how difficult some of those issues still are, particularly the Native American ones." The historical text did not give the Native American side of the story. So Merryman incorporated traditional Native American text and prayers into her piece.

"One Blood" is ultimately a story about love, betrayal, anger, belonging and redemption. In 1837, John Fessenden delivered a sermon to a congregation in Deerfield which included the descendants of Eunice Williams and the original captives. In "One Blood," the chorus sings the Epilogue, *Sermon in Deerfield 1837.*

"Must blood and carnage deform and deface the earth to the end of time?

Can the terrible evil, the wasting scourge of race and clan ever be removed? Now, here, the blood of two races so distinct and unlike,

Once so hostile and irreconcilable, has been blended together.

Mysterious Providence has mingled your blood with ours.

Cousins, we meet you with the hand of friendship, and with the pipe of peace.

For God made of one blood all nations of men."

After experiencing "One Blood," Merryman hopes that people feel engaged enough to think about the complexity of the human condition.

"There is more than one kind of civic engagement," Merryman said. "This is a form of that. That is to say, thinking about these kinds of issues and encouraging these kinds of ideas is something that is useful in our society."

—Barbara K. Laskin, media relations manager at Macalester

Four years of college? Now it's for retiring professors, too.

Macalester's phased retirement program helps faculty stay connected

YOU THINK you had it rough as a student, having to show up for 8 a.m. classes? Consider your professors. They not only had to get to class but *had to be prepared.*

No wonder Chemistry's Wayne Wolsey gleefully declares "no 8 a.m. classes!" one of the joys he's finding in Macalester's phased retirement program. Formally called Macalester Senior Faculty Employment Option, (MSFEO), the program offers a four-year, halftime appointment to tenured faculty who have been at Mac at least 15 years.

"You don't have Monday mornings any more," says John Schue, fully retired from Math and Computer Science since 1999, echoing Wolsey's delight.

Both professors appreciate that MSFEO affords them more time for scholarly pursuits. Wolsey, now in his second MSFEO year, recently collaborated with Professor Emeritus Emil Slowinski to update *Chemical Principles in the Laboratory*, while Schue was published in *The Journal of Algebra* during his fourth MSFEO year. Both men benefited from office space provided by the program.

But just as important, say MSFEO participants, is the continuing interaction with the college community which the arrangement offers. Schue's decision to forego teaching during MSFEO freed him to edit his departmental newsletter, which kept him in touch with peers and former students. So did serving as adviser for Macalester's engineering program during the same period.

Wolsey, too, elected to take a break from the classroom. But he maintains contact with students by advising those applying for off-campus study at the Oak Ridge (Tenn.) National Laboratory and for National Science Foundation Graduate Research Fellowships.

Friendship with students continues for former French Department Chair Virginia Schubert, but "without having to grade papers and give grades. I've really enjoyed it!" Now nearly halfway through phased retirement, she leads a French class for Macalester alumni, nearly all of whom she taught as undergraduates.

MSFEO has not only afforded Schubert time to teach two geography classes on French landmarks, but to travel more to Europe herself. Visiting Spain in 2002 was a lifelong dream realized. "I think it's a wonderful program," she says. "It eases you into a new life."

Supporting that transition is $3,000 which Macalester reimburses each program participant for retirement-related financial planning. Notes physicist Ray Mikkelson, currently in year three of MSFEO: "It helped us implement some forward-looking actions."

'I think it's a wonderful program. It eases you into a new life.'

MSFEO's creation was itself forward-looking, born of the realization in the early 1990s that Macalester's hiring boom 30 years earlier portended an oncoming tidal wave of retirement that threatened to wash away 45 percent of the faculty *en masse*. The college's finances could have been disrupted by the payment of so many retirees' monies simultaneously.

Fortunately, then-Provost Betty Ivey "saw the institutional value of phased retirement in terms of saving money... [benefiting both] Macalester and individual faculty," says Professor Emeritus of Religious Studies Calvin Roetzel, who wrote the proposal for the program.

"It was a labor of love," recalls Roetzel, who points out that one of MSFEO's advantages is that its four-year term gives an individual's retirement savings four extra years to grow before the retiree needs to tap them.

Also, "this plan continues health coverage during a time of life when people may be taking some huge hits," says Roetzel. Ray Mikkelson can appreciate that, having had emergency triple coronary bypass surgery the fall he entered MSFEO.

Finally, the program enhances faculty morale through standardizing the process

GREG HELGESON

Professors Ray Mikkelson (left), Virginia Schubert and Wayne Wolsey are among the longtime faculty members currently in the college's four-year phased retirement program.

by which retirees receive benefits, which were negotiated individually before the plan existed.

MSFEO "has been a win-win for faculty departments, faculty and the college," according to Lynn Hertz, assistant dean of academic programs. "The savings from a senior faculty member going half-time substantially covers the salary of the junior faculty" hired to replace them.

"It's good for the curriculum as it brings in new ideas, so you avoid having a department full of people who've all been there for 20 years," she says. Plus, departments can plan ahead by having four years' notice of an impending retirement.

Since Professors Emeriti Schue and Eddie Hill began as the program's first enrollees in 1995–1996, 15 professors have completed the program and are fully retired, 20 are currently enrolled and four others have enrolled but have not yet begun half-time status. Nearly all senior faculty enroll, says Hertz. Most begin the program at age 64, retiring at 68.

'It's good for the curriculum as it brings in new ideas.'

So whether you're Ray Mikkelson substituting for other physics profs and golfing; Wayne Wolsey training to become a dose analyst with the Minnesota Department of Emergency Management for incidents involving nuclear power plants; John Schue serving as a volunteer Red Cross driver for senior citizens; or Virginia Schubert fundraising for the Twin Cities Catholic Chorale, the value of MSFEO's humane treatment of retiring faculty is clear.

Macalester provides four years in which to figure out how to spend the rest of your life.

—Janet Cass '83

'Unthinkable thoughts'

Professor Jim Laine's book about a 17th century Hindu king leads to a furor in India

Jim Laine

MACALESTER Professor Jim Laine's book about a 17th century Hindu king became the focus of a violent attack by religious extremists in India.

Angry Hindu activists ransacked India's prestigious Bhandarkar Oriental Research Institute in Pune in January, tearing pages out of rare Sanskrit manuscripts, breaking windows and smashing equipment. The protesters attacked the institute because it had given research assistance to Laine, whose recent book questions the history of the revered king.

Police said more than 150 Hindu hardliners armed with chains and wooden bats pushed their way into the research center. Witnesses said the assailants—from the little-known "Sambhaji Brigade," a group of religious extremists—were yelling "Victory to King Shivaji" as they destroyed ancient writings on palm leaves and vandalized paintings of renowned Sanskrit scholars.

The institute, which was created in 1917 to care for 20,000 Sanskrit manuscripts, had been on the periphery of a dispute that began in January 2003, after Oxford University Press published Laine's *Shivaji: Hindu King in Islamic India.* In the book's preface, Laine, a professor of religious studies, thanked several Sanskrit scholars affiliated with the institute for their assistance.

A right-wing Hindu group, the Shiv Sena, charged that the book makes derogatory remarks about the king. Hindu activists in the group soon organized a campaign to ban the book, according to the *Chronicle of Higher Education.* After a few months, and without explanation, Oxford withdrew *Shivaji* from the Indian market.

The protesters, however, were not placated. Hindu activists from the Shiv Sena burst into the office of Shrikant Bahulkar, a senior member of the institute, and blackened his face with tar. The attackers were angry because Bahulkar was among those thanked in the book's acknowledgments.

In a column he wrote for the Jan. 12 *Los Angeles Times,* Laine said: "The last chapter is where I entertained what I called 'unthinkable thoughts'—questioning 'cracks' in the Shivaji narrative. I wondered, for example, why no one considered the possibility that Shivaji's parents were estranged, given that they never lived together during the period the three were alive (1630–1664), and that the tale provided 'father substitutes' for the king-to-be. Why not entertain such an idea? What made it unthinkable?

"As it turned out, the 'owners' of Shivaji's story had their own set of questions, delivered with a punch: Who should be allowed to portray this history? Should an outsider, working with Brahmin English-speaking elites, have a greater say in Shivaji's story than Shivaji's own community?

"In November, in response to protests over the book, Oxford University Press stopped distributing it in India. With the book unavailable, rumors piled on rumors. Misreadings lapped the globe by e-mail. A colleague, a man mentioned in the book's preface, distanced himself by condemning its contents but was still roughed up by zealots, who smeared tar on his face. Another Pune scholar tore up his manuscript of a biography of Shivaji, proclaiming scholarship an impossibility in such a context. Horrified, I faxed letters to Indian newspapers, taking full responsibility for my book and apologizing for causing offense.

"The furor seemed to die down, but then last week a mob stormed the Bhandarkar research institute, destroying ancient manuscripts and artifacts, reportedly numbering into the thousands....

The vast majority of Indians are appalled at what happened in Pune. And yet no one has stepped forward to defend my book.

"On the other hand, I have also received many letters of support and read many condemnations of these acts. The vast majority of Indians are appalled at what happened in Pune. And yet no one has stepped forward to defend my book and no one has called for it to be distributed again. Few will read it for themselves. Instead, many will live with the knowledge that India is a country where many thoughts are unthinkable or, if thought, best kept quiet." ●

GREG HELGESON

Newly tenured faculty members (from left) Marjorie Merryman, Kendrick Brown, Leola Johnson, Duchess Harris and Mary Montgomery.

Five given tenure

Five Macalester faculty members were granted tenure in December by the Board of Trustees. They are:

• Kendrick Brown, Psychology. He received his B.A. from Mount Union College and his M.A. and Ph.D. from the University of Michigan. His primary areas of research are intraracial perceptions and interracial interactions in sports settings, skin tone bias and perception of discrimination.

• Duchess Harris, American Studies. She received her B.A. from the University of Pennsylvania and Ph.D. from the University of Minnesota. Her area of interest is 20th century African American political history and she has taught courses in both African American studies and political science.

• Leola Johnson, Humanities and Cultural Studies. She received a B.A. from Ohio State University, M.A. from the University of Kentucky and Ph.D. from the University of Minnesota. She has taught courses in communication and media studies and comparative North American studies that examine the way media institutions shape representations of race.

• Marjorie Merryman, Music. She received her B.A. from Scripps College and M.F.A. and Ph.D. from Brandeis. The two main branches of her work are composing music and teaching. See page 8.

• Mary Montgomery, Biology. She received a B.A. from Immaculata College and Ph.D. from the University of Southern California. She is a broadly trained animal developmental biologist. More recently she has become interested in the field of evolutionary developmental biology and in understanding the molecular basis of how cells of the early embryo acquire their fates. ●

Meet the President

Macalester President Brian Rosenberg is meeting alumni at a series of events across the country. Invitations are mailed to alumni in each city about six weeks prior to each event. Information will also be available at www.macalester.edu/alumni.

March 30: New York
April 1: Boston
April 21: Twin Cities Decade Reception, 1960s
April 29: Washington, D.C.
May 6: Chicago
May 22: Twin Cities Decade Reception, 1950s and 1940s

Wilma Fox Leonard '27, Macalester benefactor, 1904–2004

Wilma Fox Leonard '27, who with her late husband George was among Macalester's most generous and longtime benefactors, died Feb. 11 in Cupertino, Calif. She was 99.

Mrs. Leonard and her husband both graduated from Macalester in 1927. She majored in chemistry and he in geology. The first of three generations of their family to attend Macalester, they created 13 endowed scholarships which this year benefit 26 students, made the lead gift to fund the college's natatorium, which bears their name, and were among the college's most active fundraisers and boosters.

'Wilma was a remarkable woman; her kindness and generosity set an example for all who care about Macalester's future.'

Most recently, Mrs. Leonard made major gifts to the Wallace Hall renovation, to a research fund for students and to the Alexander G. Hill Ballroom, named after the Leonards' longtime friend Sandy Hill '57, assistant to the president. "Wilma was a remarkable woman; her kindness and generosity set an example for all who care about Macalester's future," Hill said.

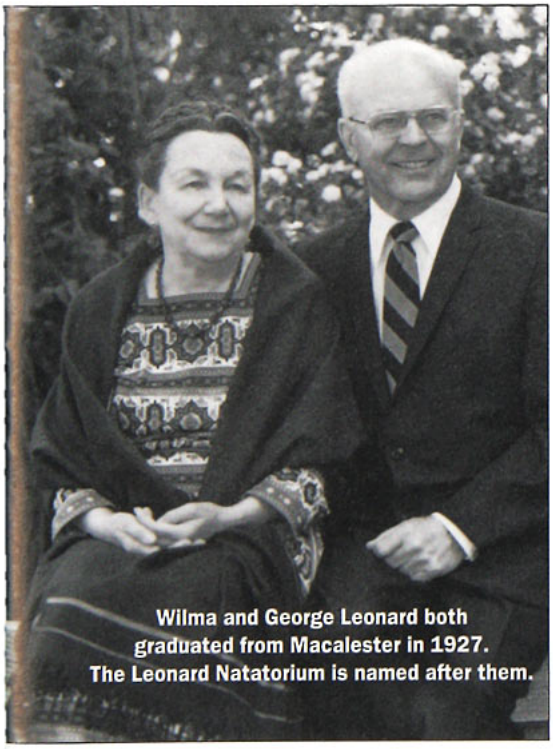
The Leonards were frequent visitors to campus, especially during the years that George was a trustee (1961–73). They were supportive of the establishment of the first Alumni House, at 1685 Lincoln Avenue, and contributed generously to the refurbishing of the current Alumni House on Summit Avenue. The larger guest suite is named in their honor.

Park benches near the flagpole carry an inscription citing the Leonards' love for the college. They hosted many alumni events at their home in Stinson Beach, Calif., and their personalized license plate in California read "MAC 1927."

George Leonard died in 1991 at the age of 87.

Mrs. Leonard celebrated her 98th birthday on May 27, 2002, with a true "Macalester" party—she wore a Macalester tartan, as did many guests, and even the birthday cake was tartan. In a letter, she wrote to thank the college "for making my 98th birthday happy. I am glad to have so many of you dear friends. Macalester College has played a large part in our lives, and guided us in setting our goals. I'm sure that other people who have come into our lives have heard about dear old Macalester."

Mrs. Leonard's survivors include a son, Mark Leonard '65, and his wife, Candace Hewitt Leonard '67; a daughter, Barbara Robben; a granddaughter, Katie Robben Fox '84, and her husband, Thomas Johnson Fox '86; and nieces Peggy Leonard '89 and Susan Adams '61. ●



Wilma and George Leonard both graduated from Macalester in 1927. The Leonard Natatorium is named after them.

Professor Emeritus Edward Brooks, 1922–2004

Edward (Ted) Brooks of St. Paul, a professor of classics at Macalester from 1964 to 1989 who was known for his deep commitment to his students and the arts, died Jan. 23, 2004, in Florida. He was 81.

"He was a scholar and a tremendously warmhearted, generous in a quiet way, man," his son-in-law, Charlie Zelle, told the Minneapolis *Star Tribune*. "He was inspired by ideas, being a classics professor; he had tremendous humanitarian ideals."

'He was profoundly committed to what human beings can be at their best.'

The Brooks family had made a fortune in lumber, and Professor Brooks grew up in affluence in St. Paul. He was a quiet, generous philanthropist, said those who knew him. Especially fond of music, he played the piano and adored Brahms. "German Romanticism fit his spirit," said Katherine Brooks, his daughter.

Lifelong friend Pierce Butler said Professor Brooks frequently spent summers traveling to England and Italy to connect with other classical scholars. "I don't think very many people realized what a remarkable professor he was because he had all these contacts in the upper levels of Greek and Latin literature," Butler said.

Macalester Professor Calvin Roetzel recalled a gentle, quiet colleague with a wry wit and smile who tried to live the classics he taught. "He was acutely sensitive to the value and wonder and mystery of life," Roetzel said. "Those were impulses that were deeply embedded in the spirit of the man.... He was profoundly committed to what human beings can be at their best."

Edward Brooks

Former Macalester President John B. Davis said, "He was a solid scholar of antiquity, with Greece, Rome and the liberal arts in their broadest context. He was thorough. He had a great sense of respect for his students. He was always ready to work with them."

Davis said that the classics were always in Brooks' thoughts and that he brought them alive and into modern context during conversations.

Professor Brooks, a World War II veteran, earned a Purple Heart in Okinawa. Zelle said his father-in-law rarely spoke of the experience but in recent years wrote a remarkable account of hand-to-hand combat.

In addition to his daughter Katherine, Professor Brooks also is survived by his wife, Virginia; another daughter, Julie Zelle; a brother, Conley; a sister, Markell Brooks; and four grandchildren. ●

Winter sports review

Men's basketball team soars to its best season in 23 years

THE MEN'S BASKETBALL TEAM enjoyed its best season since 1980–81 and one of its best ever, finishing second in the Minnesota Intercollegiate Athletic Conference during the regular season.

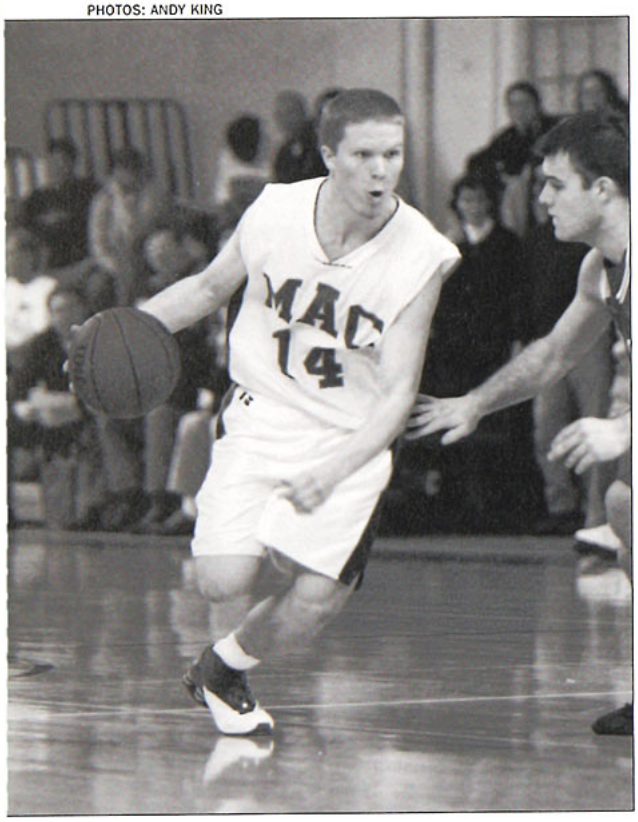
Under seventh-year Coach Curt Kietzer, the Scots won 18 and lost 9 overall. They were 16-4 in the MIAC during the regular season and began the six-team MIAC playoffs as the No. 2 seed behind defending champion Gustavus. It was the men's highest MIAC finish since the 1980–81 team tied for first with a 13-5 record.

After defeating Concordia in the first playoff game, Macalester lost to host Gustavus 75-69 in the MIAC championship game.

The Scots were led by three All-Conference players: forward Ben Van Thorre '04 (Minneapolis), the MIAC Player of the Year, who was first in the conference in scoring with 19.1 points per game and tied for first in rebounding with 9.2 pg; point guard Erik Jackson '05 (Evergreen, Colo.), who tied for third in the league in assists with 3.65 per game and also averaged 13.3 points; and guard Chris Assel '05 (Eagan, Minn.), who gave up a Division I scholarship at Sacred Heart in Connecticut because he wanted to complete his education at Macalester. Assel, a philosophy major and chemistry minor who is considering going into law, was third in the MIAC in scoring with a 16.9 average. He will graduate in 2005 but this season was his final year of basketball eligibility.

The Macalester student cheering section

PHOTOS: ANDY KING



The 6-foot-7 Van Thorre finished his remarkable career as Macalester's all-time scoring leader with 1,707 points, surpassing the mark of 1,540 points set last season by Patrick Russell '03.

But the Scots, who enjoyed bigger and bigger crowds in their small gym as word spread of their hustling, explosive style of basketball, relied on eight players for their success. The other two starters, Brendan Bosman '06 (Minneapolis) and Adam Denny '04 (Preston, Minn.), were especially strong on the boards—Denny finished eighth in the league in rebounding—and added their own scoring punch whenever other teams double- and triple-teamed Van Thorre.

Playing key reserve roles were the versatile Wes McFarland '05 (Arden Hills, Minn.), three-point specialist Will Moeller '05 (New Ulm, Minn.) and defensive standout Lars Johnson '07 (St. Cloud, Minn.).

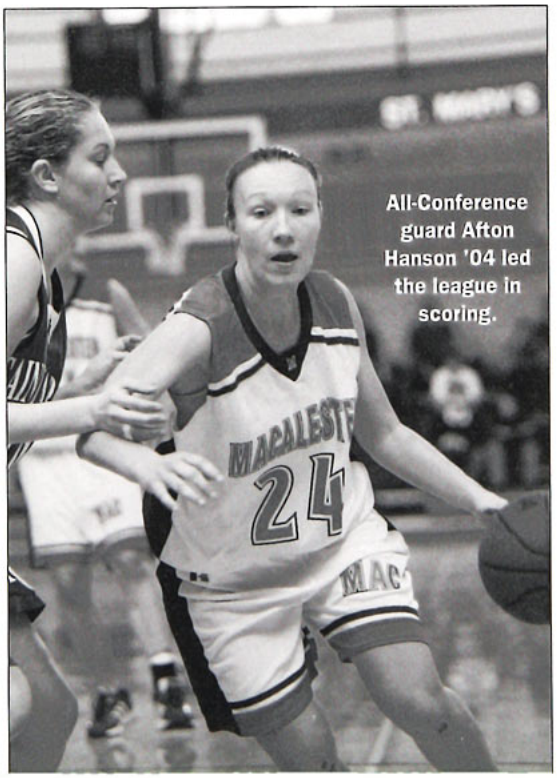
During the regular season, the Scots defeated nationally ranked Gustavus 66-54 at home and then lost a heartbreaker, 73-72, in overtime at Gustavus.

Women's basketball

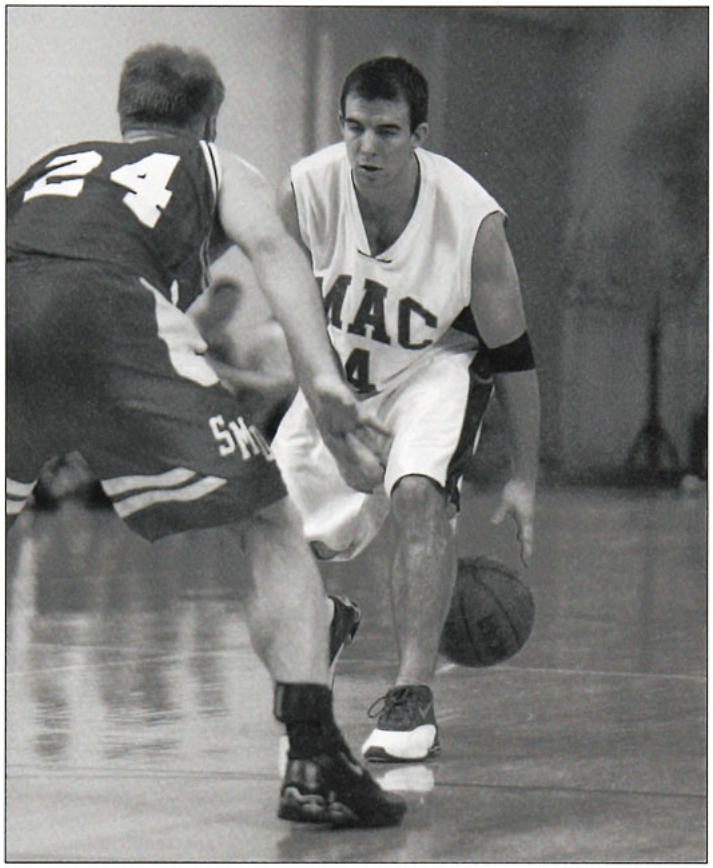
The women's basketball team struggled all season, winning just one game. The Scots were led by All-Conference guard Afton Hanson '04 (Karlstad, Minn.), who won her second straight MIAC scoring title with a 19.2 average and also finished seventh in rebounding with 7.1 a game. She was the spark behind the Scots' 55-46 win over St. Olaf, with 31 points, 14 rebounds and four assists. Sara Entgelmeier '05 (Inver Grove Heights, Minn.) averaged 6.0 rebounds a game. Hanson concluded her Mac career with 1,620 points, second in school history to Jane Ruliffson '92 (1,762).

Swimming & diving

Macalester's women went 5-3 in dual meets and matched their best MIAC finish ever by placing fourth at the conference championships for the second year in a row, setting school records at the conference meet in 13 out of 20 events. The men placed fifth



All-Conference guard Afton Hanson '04 led the league in scoring.



Forward Ben Van Thorre '04, *left*, was named Player of the Year in the MIAC. Guard Chris Assel '05, *above*, was third in the MIAC in scoring. Point guard Erik Jackson '05, *facing page*, tied for third in assists.

in the league, up one spot from a year ago. Bob Pearson was named MIAC women's coach of the year for the third straight year.

Liz Fitzgerald '04 (Plymouth, Mich.) won conference championships in both 1-meter and 3-meter diving and become the third individual MIAC champ in the program's history, joining Christa Smith (diving, 1994) and Karin Halvorson (1650 freestyle, 1999). Heather Lendway '06 (St. Paul) also had a great season, earning All-MIAC honors in three events, all with NCAA Division III provisional qualifying times. Lendway placed second in the 400-yard individual medley, second in the 1,650-yard freestyle and third in the 500-freestyle.

Nancy Taff '07 (Falcon Heights, Minn.) picked up an All-MIAC certificate when she placed third in the 200-yard breaststroke and she also took fourth in the 100-breaststroke. Jackie DeLuca '07 (New Preston, Conn.) placed fourth in the 200-yard freestyle and eighth in the 200 IM. Elena Bulat '07 (Madison, Wis.) was eighth in the 100 breaststroke.

The men were led by diver Bo Rydze '05 (Iowa City, Iowa), who placed seventh on both boards. Sjon Swanson '05 (Rosemount, Minn.) took 10th in the 50-yard freestyle and Chucky Baldner '05 (Antigonish, Nova Scotia) was 10th in the 1,650-yard freestyle.

Nordic skiing

Macalester's final season as a varsity program was highlighted by some strong performances by the rapidly improving women's team over the winter's final two races. Emily Stafford '06 (Burnsville, Minn.), Renee Schaefer '04 (Waukesha, Wis.) and Julia Parke '07 (Richmond, Vt.) led the way for the Mac women. Parke and Schaefer posted top-10 finishes at the MIAC championships and Stafford placed ninth among conference racers at the season-ending Central regional meet. The Scots placed sixth out of 10 teams at the regional championships. Macalester's men were led in every race by Dan Risch-Boody '07 (Minneapolis) and Ari Ofsevit '06 (Newtonville, Mass.).

Men's and women's Nordic skiing will become a club team next season rather than a varsity sport at Macalester. The change, announced in early February, results from the MIAC's elimination of Nordic skiing as a sponsored sport and Macalester Athletic Department budget cuts.

Nordic skiing began as a club team at Macalester in 1995–96 and the following winter became a varsity team. The MIAC added Nordic skiing as a sport in 1999 2000. Morrey Nellis '73 has been the team's coach since the sport started at Macalester. He will remain as Macalester club sports director and assume additional duties as director of intramural sports.

"We feel slighted," Ofsevit told the *Mac Weekly*. "Instead of involving the community, the decision didn't involve our coaches or skiers."

Athletic Director Irv Cross, who took responsibility for the decision, said the change should not have been a surprise in light of the MIAC's decision. ●

The price of openness at Macalester

by Brian Rosenberg

AMONG THE MORE striking revelations of the early months of my presidency has been the complex and sometimes challenging relationship among Macalester, the media and the many constituencies—students and alumni, parents and friends, community members and professionals within higher education—who constitute what might be termed the Macalester media audience. Put simply, Macalester attracts more media attention than most other small colleges because of its location, reputation and history of providing lively copy, and, I would contend, is more subject than most to being misjudged and misperceived.

I do not mean to join the chorus of critics of contemporary journalism—which behaves responsibly, in my view, far more often than not—or to suggest that there exists any animus toward Macalester within any particular medium or constituency. Quite the contrary: from what I have seen, I would judge the college's relations with the local media to be quite good and founded upon a basis of mutual respect and cooperation.

Leaving aside one's view on the particular issue, what got lost in this chain of events is that critical distinction between proposal and policy.

The problem arises chiefly from a tension between Macalester's characteristic culture and practices and the nature and priorities of today's media and media audiences. As anyone who has spent time at Macalester knows, the college culture is remarkably open and participatory; we take responsible viewpoints seriously, we discuss our challenges publicly, we engage many in decision-making processes, and, as a result, the wheels sometimes turn relatively slowly. Many more things are suggested, argued for and debated at Mac than in the end get endorsed or acted upon. For every policy, there are many proposals.

By contrast, the media and the audiences to which they are directed have become accustomed to rapidity, brevity and those things that can be captured dramatically in a headline or 10-second lead-in. In such a context nuances tend to get obscured, the differences between proposals and policies blurred, and the distinctions between those things that are *discussed* and those things that are *decided* lost. In short, our openness, a fundamental institutional strength, exposes us to misperception and even, occasionally, caricature.

These reflections were provoked and exemplified by a tempest this past fall over what came to be called, in more polite discussions, "gender-blind" housing. A group of stories carried by Twin Cities newspapers and radio and television stations — and even picked up by the Associated Press—led many to conclude that Macalester had decided or was on the verge of deciding to (take your pick) force men and women to share residence hall rooms, allow men and women to share residence hall rooms, do away with the idea of gender distinctions altogether, or stage its own re-creation of the Sixties' sexual revolution. You can imagine the impact of such stories on my in-box.

Here is the reality: two students, thoughtful and responsible, approached our Residential Life staff with the concern that our current housing policies were unfair to their transgendered classmates and the request that we consider designating a small number of male/female rooms to address this unfairness. In typical Macalester fashion, we listened carefully, we discussed these concerns openly, and, pretty quickly, we decided for any number of reasons *not* to make any changes to our current policies (men room with men, women with women) but to do what we have always done: seek appropriate ways of making all students, with all reasonable needs, comfortable on campus.

So what happened? The request I've described became the subject of an assignment by two introductory journalism students, whose piece was printed by the *Mac Weekly*, whose article was turned into a provocative story by a local television station, whose coverage drew the attention of most local media outlets, whose headlines sparked the interest of the Associated Press, and the rest—the radio talk-show debates, the reader and listener polls, the angry or saddened or supportive letters, even the bemused phone call from my mother in New York—is, as they say, history. Leaving aside one's view on the particular issue, what got lost in this chain of events is that critical distinction between proposal and policy, between that which any member of our community can request or advocate and that which the college, in its collective wisdom, decides to do.

One response to episodes of this sort would be to conduct our business much more privately, respond more abruptly to proposals we are unlikely to accept and minimize thereby our vulnerability to being "caught" in the middle of an ongoing discussion. Move too far in this direction, however, and we run the risk of losing considerably more than we gain: certainly we would be less subject to misperception by the broader public, but we would at the same time compromise the openness to debate, tolerance, patience and devotion to the learning process that are defining qualities of the experience at Macalester.

DOUBTLESS there is plenty of room to improve the clarity and efficiency of our decision-making, and I am looking always for opportunities to do so. But I would prefer occasional misjudgment and castigatory correspondence to a much less participatory environment. I am also confident in the ability of our alumni and of others who know the college best to distinguish ultimately between those viewpoints we adopt as an institution, and which must stand open to judgment and criticism, and those viewpoints to which we are, as a learning community, willing to listen. ●

Brian Rosenberg, the president of Macalester, writes a regular column for Macalester Today.

by Nancy Peterson

The Table maker

Ahmed Samatar, an outspoken scholar from Somalia, wanted the campus to engage in 'intelligent meditations about the world.' The Macalester International Roundtable is 10 years old now.

"How is one supposed to believe that having the right to vote is more important than feeding one's children?" It was October 1994, and Rado Bradistilov '96 was talking about Bulgaria, his homeland, which had been trying to make the transition from Communist rule to democracy and a market economy. Under the Communist regime, citizens had no political freedom, he said, but health care and education were free and chronic poverty was almost nonexistent. By 1994, health care and education were taking up an enormous part of a typical family's income, inflation bordered on 100 percent per year and purchasing power diminished daily. "The political enthusiasm that rose at the beginning of the change toward the democratization of society has yielded to a wave of pessimism and despair," said the junior from Sofia (he now works in the financial industry in New York).

Bradistilov was speaking to an audience of about 200, mostly students and faculty, during Macalester's first International Roundtable. To open the session, scholar Johan Galtung of Oslo, a pioneer in peace studies, posited a system by which all the nations of the world would cooperate, democratically, to democratize governments everywhere. A Macalester faculty member and a World Press Institute fellow would respond with papers of their own, but first it was Bradistilov's turn. Trying to establish democracy is important, he said, but there may be alternatives to Western-style democracy that better fit other societies. "Cultural, ideological and religious differences will not only shape the face of tomorrow's world order but will become the most alarming indicator of potential conflicts," he predicted. As he concluded, appreciative audience members burst into loud applause and looked at one another as if to say, "Can you believe how good he was?"

Rado Bradistilov '96, a student from Bulgaria, spoke about his homeland at the first Roundtable in 1994.

At that moment, midway through the first full session of the first International Roundtable, Professor Ahmed Samatar knew that the event would be a success.

A collective moment

Samatar, who had only recently arrived on campus in the newly created role of dean of international studies and programming, established the Roundtable to provide "a collective moment of intellectual cogitation" in which the campus can engage in "intelligent meditations about the world." In 10 years, about 45 distinguished scholars from around the world have presented papers; Macalester faculty and students (and in the early years, World Press Institute fellows) have responded. The first Roundtable focused on "The Emerging World (Dis)Order," discussing "the turbulence that was shaking the international system, with implications that are still relevant today," Samatar notes. Subsequent years have featured economics, religion, literature, ethnicity and identity, health, environment, the role of women and other topics, all in the context of the trend toward globalization. "We have tried to pose themes that are both relevant to contemporary history and inviting of rigorous and intelligent conversation," he says. "Some were very prescient of the world at the gate." Papers from each Roundtable are published in *Macalester International*, a journal distributed widely among liberal arts colleges, graduate schools and selected libraries.

Some of Macalester's best faculty members have made important contributions to the Roundtable, Samatar says, but students' role is the key element. "Our students are among the very best in the country," he says. "The Roundtable turns that description into a tangible moment; it tests them in the face of some of the leading figures on a particular topic. There have been quite a few students who—if you closed your eyes and didn't see how young they were—you would think were seasoned professionals." Their success "builds the intellectual morale of the students and sets standards for others," Samatar says. "Freshmen and sophomores say to me, 'I want to par-

ticipate some day in the Roundtable; what do I need to do to prepare myself?'"

Visiting scholars are impressed with the quality of both the students who make presentations and those who ask questions from the floor, Samatar says. "Many, many times in the last 10 years I have had requests from scholars who come from the best graduate schools of international affairs, who suggest strongly that we encourage Macalester students to apply, and we have done so successfully."

Edward Said on campus

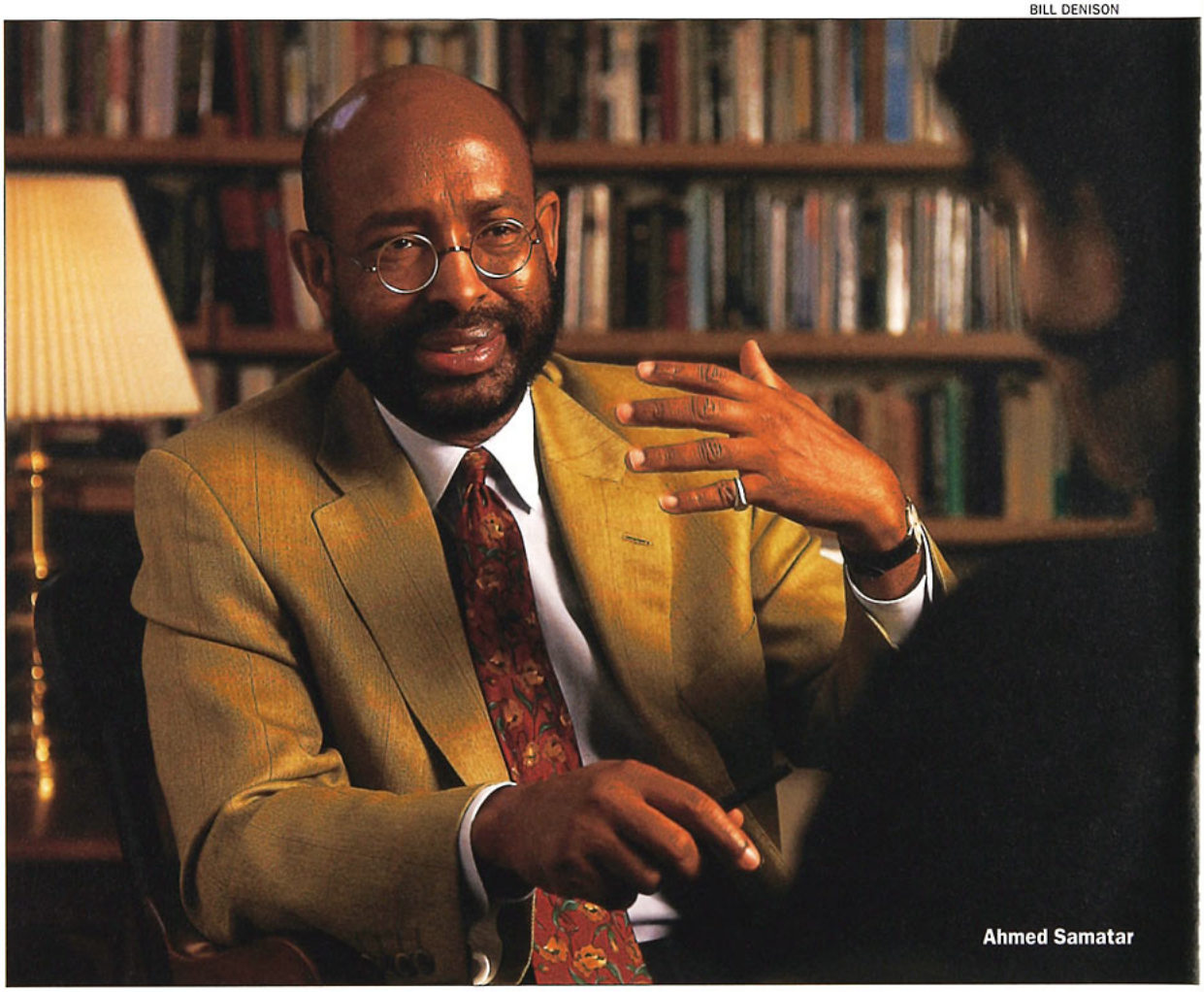
Making a strong impression has other beneficial effects. For example, in 1995, the late scholar Edward Said spent 2½ days on campus, presenting a keynote paper that Samatar terms "muscular and intellectually dizzying" and participating in Roundtable discussions. A few years later, Said was talking with a good friend who taught at the University of Chicago, whose son was ready to look at colleges. "If your son is interested in international affairs," Said told his friend, "Macalester is the place." The son is now enrolled at Macalester and the father, now a distinguished professor at Columbia, wrote the lead paper for the 10th anniversary Roundtable in 2003.

More broadly, the Roundtable visibly underscores Macalester's long-standing commitment to internationalism. "It's a way to show the world that our claims are genuine: our embrace of the principles of the United Nations, our invitation to international students to study here, sending our students to study abroad in great numbers, bringing international scholars to become part of the tissue of the faculty for a time," Samatar says. "The Roundtable adds a level of academic activity which no other college in the country achieves." Every year he is invited to two or three colleges to explain both the International Studies Program and the Roundtable: "how we do it, who finances it and how we sustain it."

Despite Macalester's long history of internationalism, other colleges were gaining more attention with newer initiatives when Samatar accepted his position 10 years ago. He set about to reassert Macalester's leadership. He replaced the existing international studies major with one of the most demanding programs on campus—and now, with

'Our students are among the very best in the country. The Roundtable turns that description into a tangible moment.'

BILL DENISON



Ahmed Samatar

72 students, one of the largest. He inserted new rigor into the criteria by which students gain approval for study abroad (more than half of all Macalester students study overseas for credit). He established an intense faculty development seminar that has taken participants to Hungary, Brazil, South Africa, Malaysia and, this summer, Turkey. The group reads commissioned papers by area scholars and attends presentations on topics of common interest; each faculty member also pursues specialized research and publishes a paper in *Macalester International.*

Edward Said at the 1995 Roundtable, where he gave the keynote address.

'Sometimes I used my elbows'

Samatar hastens to say that he has not done this work alone; he has had support from colleagues throughout the college. David Chioni Moore, associate professor of international studies, helped develop that program, and Michael Monahan, director of the International Center, coordinates many aspects of the faculty international seminar. But Samatar provided vision and momentum. In the process he also established a reputation as an outspoken and unrelenting advocate of high academic quality at Macalester—and a critic of activities he saw as unworthy of the college. Looking back, he admits that he rubbed some colleagues the wrong way. "I was coming in to help create some new spaces, literally and figuratively, and sometimes I used my elbows." His standards have not changed, but his manner has. "I'm not as foolhardy these days; I've learned to negotiate better. I'm very attached to this community." When he spoke at a faculty "Food for Thought" lunch last fall, about 50 colleagues crowded into the room to hear him; attendance of 20 or 25 is typical. With self-deprecating humor, he acknowledged that he was gratified by the turnout.

He spoke that day about his personal journey as a scholar, beginning with his childhood in Somalia. His grandparents were among the first in their region to leave the traditional nomadic life and settle in a city. His parents sent him to an English-run boarding school when he was 8; he was allowed to visit home only twice each year. He says the experience "left many good imprints, but also an anxiety that stays with you for life—as if the headmaster is constantly looking over my shoulder." He worked for the BBC in London until, in the mid-1970s, he moved to the United States to study political economy. "I was moved by the Pan-Africanist thought of the intellectuals of the Black Power Movement, and I had to be there," he explains. He earned his doctorate in international studies from the University of Denver.

Somalia and sorrow

Samatar's current scholarship takes two tracks. The first, globalization and the rise of Islamic consciousness, makes him a sought-after interviewee for such media as the BBC and Minnesota Public Radio. The second, leadership and state in Somalia, is the subject of most of his current work. It is a poignant topic. When the Somali state collapsed in 1991, "they thought they were getting rid of a dictatorship, but they killed their own state," he says. "Since then [Somalis] are scavenging in the debris of their own self-destruction." He is trying to provide new ways for people to understand their history and new ideas for rebuilding the state. Somali intellectuals have created a forum, and Samatar participates in conferences in Africa as well as the United States and Europe, where many Somalis now reside. He has published more than 30 papers and five books, and he founded and edits *Bildhaan*, the international journal of Somali studies. He and his brother Abdi, a professor of geography at the University of Minnesota, were the first to challenge the orthodox approach to Somali studies, and over the past 15 years they "have changed some of the debate among the Somali elite." The two are now profiling a 100-year-old statesman who was the first Somali president and are translating from Italian nearly 40 years of the man's diaries for publication in English, Somali and Arabic. The work is energizing because it is so relevant, he says, but it is also draining because of the "very sorrowful circumstances."

This summer, the college will host a conference called "Somalis in America," bringing together Somali community leaders with service providers who help Somalis resettle in Minnesota and in communities around the world with sizable Somali populations. It is the first major conference on the Somali diaspora, and Samatar notes with satisfaction that it links Macalester's international and domestic concerns.

On his desk, Ahmed Samatar keeps a stack of brochures about James Wallace, the college's fifth president, who more than anyone else established Macalester's academic quality and made it financially viable in its early years. Samatar holds an endowed chair named for Wallace, a fact that creates an obligation, he says. "In my teaching, my scholarship, speaking to the outside community or just picking up a piece of trash from the sidewalk on campus, whatever I do has to connect to that ennobling mission, the excellence of the college. I am accountable to him...I think he would approve." ●

'I'm not as foolhardy these days; I've learned to negotiate better. I'm very attached to this community.'

Nancy Peterson is the editor of Macalester Today *and director of publications.*

Why I Teach

'A teacher affects eternity; he can never tell where his influence stops,' Henry Adams said. Responding to a *Mac Today* query, alumni explain why they became teachers and share their favorite stories.

"I love challenging my students to find the answers on their own rather than searching the textbook," says Justin Brandon '00. He's shown with two of his students at the Episcopal School of Dallas who received an award for their leadership with the Diversity Club.

Justin Brandon '00, history teacher and director of diversity and community relations, Episcopal School of Dallas: The best thing about being a teacher is challenging your students every day to think outside of the box. I teach American Government (Professor Chuck Green, I am using my poli sci degree) and Multicultural America (Professors Anthony Pinn and Peter Rachleff, thank you for the guidance). I teach at an independent school and I am able to create or redefine my curriculum.

In lots of ways it's a Mac alum's dream. I designed Multicultural America similar to Macalester's Introduction to Comparative North American Studies course. My students have very firm political views, because their parents have told them what to think and believe. My American Government class is designed not to brainwash kids to think one way, but to understand both sides of politics and from that understanding form their own opinion. I love challenging my students to find the answers on their own rather than searching the textbook. I have learned to ask questions that cannot be answered directly from the text. One of my students actually said, "Mr. Brandon, I know what you are doing. Our history class has an underlying theme, because every class at Macalester has an underlying theme related to social justice."

Courtenay Lapovsky '03, kindergarten special ed inclusion teacher in the Bronx. She is a Fellow in a program which places new teachers in high-needs schools in New York City: The best part of teaching is knowing that I am making a difference in the lives of my children. I see small things every day. A child who was terrified of holding a pen attempting to write her name. A non-verbal girl responding that "pink" is her favorite color. A conversation with a parent who tells me that her daughter is excited every morning to come to school. A child who cried all day long every day for the first two weeks of school coming in with a smile on her face and telling me that she likes school and is not going to cry anymore.

Although it gets frustrating at times that there are so many things that my kids cannot do (read, write, count past 14), I see that they are slowly making steps. Seeing these small steps is the best part of teaching because I know that these small steps will lead to other small steps and that by the end of the year I will have helped 25 children in some way.

Susan E. Hill '83, associate professor of religion and director of the Undergraduate Women's Studies Program at the University of Northern Iowa: My father, Eddie P. Hill, taught at Mac for many years, and my mother, Aleta Hill, was an elementary teacher before she married my father, so teaching runs in the family, I guess.

There are many fabulous things about being a teacher. I learn, every day, from my students. I watch my students discover things about the world that they never would have imagined. I get to read books, plan courses and figure out strategies for engaging students when what I'm teaching appears to be irrelevant to

their lives. I especially enjoy watching students develop intellectually and personally.

I have a lot of favorite stories about being a teacher, too many to tell. But there is a "generic" story that I try to remember when I get bogged down, have too many papers to grade, or am frustrated with how a particular class is going, and it is this: every once in awhile, a student from the past will contact me to tell me that a class I taught "changed my life." Sometimes, taking a class with me has taught this student how to be a better student. Sometimes, the student's experience in my class sparked a continuing intellectual curiosity, or gave a new perspective on religion or gender or sexuality or something that I couldn't even imagine (and didn't intend). These brief thank-yous allow me to remember that being a teacher does matter, that what I do makes a difference. So, to Cal Roetzel, David Hopper, Anna Meigs and all the other wonderful teachers who taught me when I was at Mac, and to my parents, thanks for giving me great examples of what good teaching could be.

Leslie Lars Hunter '01 teaches high school Spanish in Brooklyn. He is a Fellow in a program which places new teachers in high-needs schools in New York City: I became a teacher in this program because I felt that this would be the best way to make a difference in someone's life. I wanted to do something different, and I wanted to do something that would involve thinking about someone else besides myself. This was a perfect fit because the obligation is two years. I am applying for grad programs in English and would like to get a Ph.D.

The best thing about being a teacher is, despite the odds in a tough neighborhood with many other distractions, there are always special students who strive so hard to achieve. Meeting these students and seeing their bravery is totally inspiring. Another great (if maybe selfish) thing about teaching, for me, is that no matter what I teach the kids, I think I usually end up learning just as much, and sometimes more, than they do.

I get to feel every day like I am making a contribution to the world.

Holly Lindsay '75 teaches at Jean Lyle Children's Center, a preschool and kindergarten in St. Paul: Although I graduated from Mac in 1975, I had not taken even one education class. Realizing years later that I was born to be a kindergarten teacher, I returned to Macalester in 1985–86 to complete all requirements to be licensed to teach K–6 grades. I do find now that the psychology major and theater minor were great preparation for kindergarten teaching.

What's the best thing about being a teacher? The joy. Who could beat a job with learning and laughter

Macites at the Jean Lyle Children's Center in St. Paul include *(from left)* Maria Steen '05, Kristin Matthews Long '91, Matthew Crosby '98, Rica Jensen Van '63, Holly Lindsay '75, Michele Sagmo Forde '72, Joseph LaFerla '99 and Shannan Marsnik '96 with daughter Nora.

every day. And I know it is the most important job in the world.

Besides me, Michele Sagmo Forde '72 is also a kindergarten teacher at JLCC. Two other Mac alumnae, Rica Jensen Van '63 and Kristin Matthews Long '91, are preschool teachers (Rica is also the director of the school). Maria Steen '05 is a (fabulous) student worker. Joe LaFerla '99 and Matthew Crosby '98 both formerly taught at JLCC and both now teach kindergarten in St. Paul Public Schools. Shannan Marsnik '96 formerly taught at JLCC and now substitutes in the preschool and runs a home daycare. We also have had a large contingent of Mac alumni among our parents for the last 25 years.

One thoughtless comment from an eighth-grade girl tells me I have failed miserably, and I leave school in tears.

Pamela Mazza '92, Los Angeles:

I decided to become a teacher when I was 29 because I had grown tired of chasing jobs that perhaps afforded me more prestige but left me feeling like I had done nothing important at the end of the day.

I get to feel every day like I am making a contribution to the world. It is a gift to have such a good reason to get up in the morning.

I don't think I can tell my favorite story. I would start telling you about Tito, Jesus and Maricarmen in my Spanish 1B class two years ago, and then I would remember that backpacking group I had in the Sierra Nevada last fall, and then I would think of when Emily R. worked so hard to overcome that vocal habit in Public Speaking and how wonderful it was when she delivered a flawless final speech, and then I would start to tell you about how Ana and Margarita started out the year really disorganized but they have really started to pull it together, and then I would remember working with Jessica on that monologue she was so proud of, and then I would remember the year the seventh grade girls' basketball team made league champions and show you the ball they signed and gave to me, and then I would remember...

Erin Hereford '98, language teacher at an all-boys Catholic high school near Boston:

I just kind of fell into it, but I love it! The best part about being a teacher is when you find yourself helping a kid who *thinks* that he doesn't get it—and then seeing that light turn on inside his head, and the look that comes over his face when he realizes that he's conquered something he had previously thought impossible. I love high school because I have a freshman homeroom. I get to watch these little boys come in, all scared, and then they have to deal with all of these changes...like more homework, and more hormones, and they have to mature (a little bit, anyways) and figure out who they are. It's all so interesting. And then one day they're seniors and graduating. But I can still remember that first day freshman year when they couldn't open their locker.

Rich Halstead-Nussloch '71:

I have "become a teacher" three times in my career. I was a graduate teaching assistant in psychology at Michigan, an assistant professor of management at Stevens Tech and, hopefully the charm, now am professor of information technology at Southern Polytechnic State University in Marietta, Ga. Although the details varied, there are three reasons that were in common each time: 1) my family, 2) Walt Mink and 3) that teachers play central roles in learning communities. Everyone in my family actively supported education and my becoming a teacher was influenced directly by my mom, who was a teacher, and my wife, Del, who supported me through the troubles that all teachers face.

To many in the Macalester community, Walt Mink was special—he connected learners and teachers with both their inner strengths and their external learning community and took tremendous delight in doing so. Walt guided and supported me each time that I became a teacher. He mentored me in linking students

"I just kind of fell into it, but I love it!" says Erin Hereford '98, back row, who teaches at an all-boys Catholic high school near Boston.

Rich Halstead-Nussloch '71, pictured with Michael Barnes '06, says "being a teacher has been my ticket to many significant conversations ranging from the sublime to matters of survival."

with the larger learning community. To me, participating in this community is the primary reason for becoming a teacher, because when one can get students to participate in it, they quickly move to a deep understanding of the world and the people in it.

A large part of teaching and learning continues to take place in conversations. Starting with the coffee hours at Mac, being a teacher has been my ticket to many significant conversations ranging from the sublime (who was smarter—Leibnitz or Newton?) to matters of survival (what was it like to be on a German flak crew in WWII?). In my role as alumni mentor last summer, I was able to reconnect with Macalester without leaving home. Mac sophomore Michael Barnes and I had many coffee conversations that renewed my contact with the special place that Macalester is. To me, a conversation is my favorite teacher tool supporting the adage, "Don't let your studies interfere with your education."

Sally Orme '79, Cambridge, Mass.: Teaching poorly is an easy job. Teaching well is a very difficult science and an even more difficult art. Sometimes I hate it. A bad day at school drains me of all my self-worth and starts the wheels turning for the umpteenth time about quitting all this and joining the Peace Corps. Days like last Friday.

I teach in a K–8 two-way bilingual school in Cambridge. The majority of my 6th–8th grade students are native Spanish speakers, immigrants or the children of immigrants, overwhelmingly poor and often separated from part of their family who are still in the Dominican Republic or El Salvador or Puerto Rico. In the same heterogeneous class, I am likely to have students who have the equivalent of a fourth-grade education and speak no English, ESL students with learning disabilities, native English speakers whose parents include a writer and a college professor, and everything in between. I work very hard to find the approach, the curriculum, the hook that will engage all of them at the same time and achieve passing scores on the state exams and the district-wide algebra exam taken by all eighth-graders.

Days like last Friday when one thoughtless comment from an eighth-grade girl about how my (algebra) class is boring tells me I have failed miserably, and I leave school in tears and cry for hours about what a failure I am as a teacher. Nothing hurts more. "Maira" wasn't being mean, she was just being honest, as she always is. She was bored by my "lecturing" at the board about finding the slope on a graph, ignoring the fact that 90% of class time is spent with students in small groups solving problems and creating and interpreting graphs together. I know that what Maira was really telling me was that she does not want to learn algebra because it means nothing to her. Even though the interactive, conceptually focused curriculum I use is meant to draw in students like her, it isn't working because it requires her to work quite hard—and it is very hard for many students—at something with no value to her. And I'm the one making her do it.

I didn't quit last Friday, nor did I join the Peace Corps. I didn't quit because I have been there many times before. It hurts terribly at the time, but inevitably it makes me a better teacher because I am determined to be a transformative agent in my students' lives. It forces me to keep experimenting with and adding to my teaching tool kit until I find the best tools for the particular students sitting in front of me. Maira won't be the one that sends me to the mountains of Guatemala or the coast of Honduras. She keeps me on my toes.

My students were 7 years old and I was 22. Bobby's note read: 'Miss Vail, will you go to the movies with me Friday night? My dad will drive.'

Arlene Vail Leyden '52: In my first year of teaching second grade in White Bear Lake, Minn., my students were 7 years old and I was 22. One day I walked by "Bobby's" desk and I saw a note with the message: "Take this, Miss Vail." It read: "Will you go to the movies with me Friday night? My dad will drive." Yes, Bobby was a precocious boy, indeed.

At present I am tutoring in a school on the east side of St. Paul. I asked one boy who had a very different first name where he came from, thinking Eastern Europe or thereabouts. He answered: "Well, I was born in Texas and then I came to America." George Bush would get a kick out of this, wouldn't he?

Editors' note: *Many other alumni responded to our question: 'Why I Teach.' We will publish more replies in the next issue of* Mac Today. ●

Lawmakers

Five Macalester alumni are serving in the Minnesota Legislature. What's on their public policy agendas?

Pictured in the Minnesota House are *(from left)* Sen. Julianne Ortman '86 and Reps. Matthew Entenza '83, Rebecca Wicks Otto '85, Frank Hornstein '81 and Carlos Mariani '79.

photos by Steve Woit

Carlos Mariani '79: "The sense I get now is of everyone sort of looking out for themselves." He was a history major at Mac.

State Rep. Carlos Mariani '79, DFL, St. Paul; seventh term in Legislature

Most important single issue/problem facing Minnesota today: It's our sense of purpose. There's a real struggle for Minnesotans now to define that sense of purpose for themselves. We've been through a very prosperous generation or two, and we've done some pretty spectacular things as a state. But what we're doing, at least legislatively, is tearing that apart. I'm kind of amazed that there isn't that level of public discussion that we ought to be having about that, and that flows from a lack of cohesion and lack of a sense of purpose we have as a people, regardless of race, income, geography and all that. At one time our state was fairly clear about our purpose. We differed, but we knew we wanted to build a really good, progressive, healthy place where everybody got to take part. The sense I get now, as a public policy person, is of everyone sort of looking out for themselves.

The No. 1 legislative issue he is working on: I've got several ideas, but they all have to do with making sure we're creating equal opportunity in education for the next generation. I'd like to see access to higher ed for greater numbers of people, for immigrants; there's an affordability issue about college. We need efforts and programs aimed at expanding opportunities in education, particularly access to higher ed.

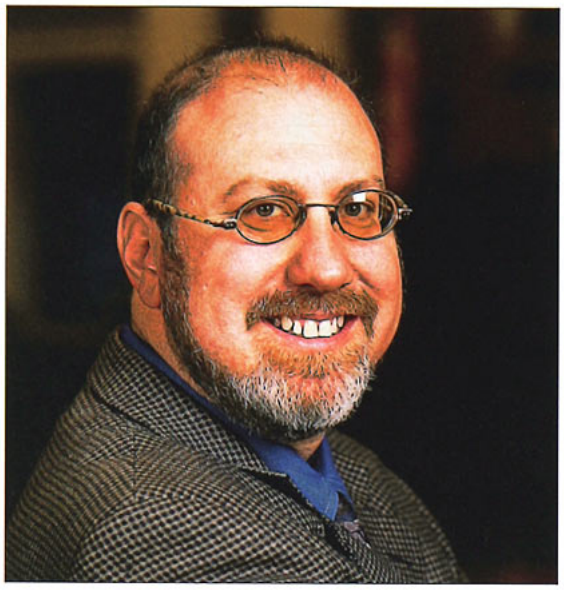
Did Macalester play a role in preparing you for your work as a state legislator? Mac was a breath of fresh air in my life. It gave me the time to work out a lot of things—to mature, clearly, but also to add perspective in my life in terms of relating to different cultures and income groups, and developing some of the [critical] tools to be able to analyze social trends and so on.

The Rosenbergs, Norm and Emily, [were especially influential]. They're very fine scholars who didn't prescribe to students how to move along on their journey of discovery and exploration. They basically took each one of us where we were at—and we were all in very different places. They were able to provide classical, preparatory exercises and help us to develop good, sound thinking tools.

State Rep. Rebecca Wicks Otto '85, DFL, Marine on St. Croix; first term in Legislature

Most important single issue/problem facing Minnesota today: The issue that encouraged me to run is our public education system. I believe that our public schools are in a crisis, and that there are those who would like to see this system go away, and for it to be privatized. This would create a greater divide between the haves and have-nots. Our state has achieved great success due to our strong public schools, but funding is not keeping up. We are now 33rd in the country in terms of class size, and our teacher pay is falling as well. If we do not continue

Rebecca Wicks Otto '85: "Focusing solely on taxes and social-wedge issues is missing the forest for the trees." A biology major at Mac, she is married to another alum, Shawn Lawrence Otto '84 (see page 39).



Frank Hornstein '81: "We should have a progressive system of taxation so that we can have good quality schools." An environmental studies and history major, he is married to another alum, Marcia Zimmerman '81.

our strong commitment to public education in this state, we will all pay a price.

The No. 1 legislative issue she is working on: I have been doing work on the budget. The budget drives our state, and taxation and spending decisions determine which direction we are headed. We get so busy at the Capitol sometimes that many of us don't have an opportunity to understand whether we are applying sound fiscal policy. Some of the no-new-taxes cuts that we made last session actually created more waste of taxpayer resources than they saved, and I want these areas addressed. There were also some serious consequences to people's lives that need to be addressed. Beyond that, we need to start moving forward with a common vision for what we want our state to be. Focusing solely on taxes and social-wedge issues is missing the forest for the trees.

Did Macalester play a role in preparing you for your work as a state legislator? One of the most valuable tools I took away from Macalester was critical thinking skills. These skills allow you to assess legislation more clearly, and avoid the "herd" mentality. In the Capitol, knowing how to think independently can be very helpful. Mac also taught me to question, and not be afraid to speak out for what is right. Volunteering, which was another Macalester value I learned, led me to this job. It got me very active in my community and in our son's school. That led to the PTO board, the school board and then the Capitol. My education there was worth every penny!

State Rep. Frank Hornstein '81, DFL, Minneapolis; first term in Legislature

Most important single issue/problem facing Minnesota today: It's a philosophical issue: what's the role of government? I believe the role of government should be to improve people's lives. The private sector isn't necessarily rising to the task when it comes to everything from transportation to housing to health care. Instead of cutting back, we should have a progressive system of taxation so that we can have good quality schools. Education is also about the state budget. That was the issue last session and I think it's the issue into the near future: what are the values we ascribe to government and what is the role of state government in providing basic functions such as health care and education and environmental protection?

The No. 1 legislative issue that he is working on: Most of my time is centered around transportation and energy. For example, I got a bill passed to promote better rapid transit on the Interstate 35W corridor. The bill I'll probably be spending the most time promoting is tax incentives for the purchase of hybrid vehicles.

Did Macalester play a role in preparing you for your work as a state legislator? Macalester was huge for me. Not only the academic work I did—I was an environmental studies major, which helped me through my career path on that set of issues—but I learned that one could do social justice work as a profession. I really never heard of community organizing

Matt Entenza '83: "Hopefully we will get the improvements in our standard of living that you get when you invest in education." An environmental studies major, he is married to another alum, Lois Quam '83.

until I came to Macalester. There was a symposium about the Vietnam War at Macalester, and a number of activists came and talked about, for example, the anti-nuclear movement. That was hugely influential and important to me. And just the general environment at Macalester, in which political dialogue and discourse were valued and prominent, certainly got me interested in social activism. Politics came out of that.

State Rep. Matt Entenza '83, DFL, St. Paul, House Minority Leader; fifth term in Legislature

Most important single issue/problem facing Minnesota today: The future of our education system, particularly in higher education. We want to make sure that we're getting the type of training and research that we need to grow the Minnesota economy, cure cancer and do all the other good things that we need to do.

The No. 1 legislative issue that he is working on: Funny enough, it dovetails [with my first answer]. That's the funding of our public schools, funding of both scholarships and other higher education institutions, so that we invest back in the people of the state. Hopefully we will get the improvements in our standard of living that you get when you invest in education.

Did Macalester play a role in preparing you for your work as a state legislator? Mac taught me how to integrate research and policy development, basically how to take theory and bring it into practice. It started with two internships I had, and I've been attempting to replicate those ever since. Mark Davis in the Biology Department was very influential. Back then he was the head of the Environmental Studies Program, and that was my major. I had Mark in his first year, so I helped break him in. The other person was Chuck Green in poli sci. Of course, I'm Number 9,999 that Chuck worked with and influenced.

State Sen. Julianne Ortman '86, Republican, Chanhassen; first term in Legislature

Most important single issue/problem facing Minnesota today: Economic recovery. We took an imperative step in the right direction in addressing the recession in Minnesota by not raising taxes at the state level. But there is so much more to do because we need to invest in our economy. We need to encourage new businesses, new jobs, investment and savings for long-term financial health.

The No. 1 legislative issue she is working on: I am working on the advancement of CriMNet, the collection of databases related to law enforcement and criminal justice in Minnesota. Right now, local agencies can access it but don't really contribute to it, which

Julianne Ortman '86: "We took an imperative step in the right direction... by not raising taxes at the state level." She was an English and history major at Mac.

makes it not as valuable as it would be if local law enforcement agencies were sharing records among themselves. I'm trying to come up with a state-local partnership for financing that will give everyone interconnectivity with CriMNet.

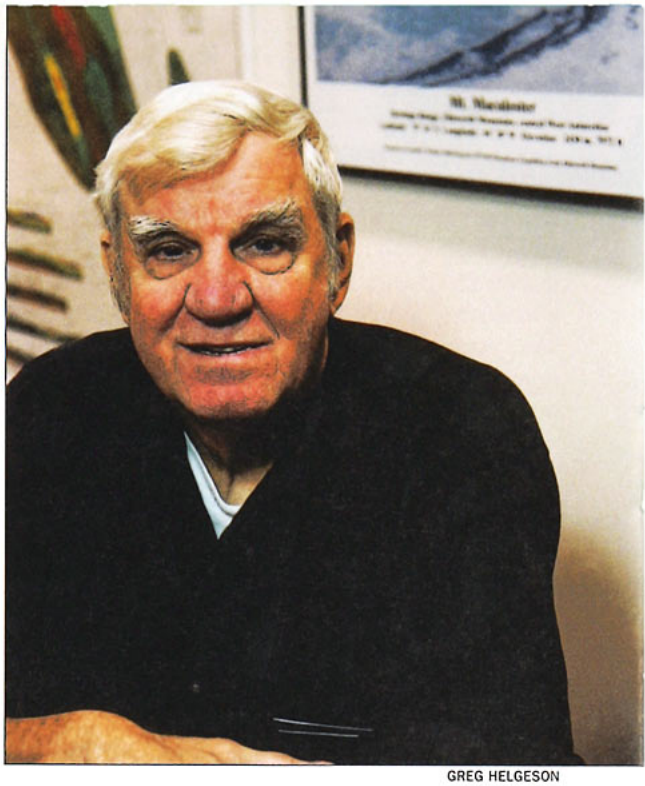
Did Macalester play a role in preparing you for your work as a state legislator? Absolutely. I learned a lot about standing up for what I believed in at Macalester. I believe I was the token conservative Republican. I think I'm capable of standing up for my belief system and my political opinions and articulating them now because I was challenged to do that at Macalester. I was there during the Reagan years, and most everyone was anti-Reagan and anti-conservative movement at Macalester. I found it to be very intellectually stimulating to hear those dialogues and discussion and develop the philosophical background and support for what I believe in.

I had a couple [favorite professors]. Michael Keenan in the English Department encouraged me on a personal level to strive for my very best, especially when it came to writing. James Stewart in History taught me how to analyze historical documents and theories. I learned so much just studying American history with him.

Jerry Webers Rocks!

A generation ahead of his time in engaging students in publishable research, the 'retired' geologist is still covering a lot of ground

by Molly McBeath '91



GREG HELGESON

Today is a remarkable day for Jerry Webers. But then, every day is remarkable for a man who probably shouldn't be alive.

In November 2000, after a simple sneeze, the retired geology professor felt a sharp pain in his rib cage. His doctor found a broken rib and a lump that turned out to be multiple myeloma (cancer of the bone marrow). Webers underwent a stem-cell transplant in September 2002, which involved killing all his blood cells and growing new ones from the transplanted cells. He spent almost three months at the Mayo Clinic and several more at home recovering. "I don't worry about dying any more," he says. "I've kind of been there."

'I don't worry about dying any more. I've kind of been there.'

With his cancer in remission and his strength returned, Webers was ready to get back to his profession. Although he retired from teaching in 1998, he continues to be a vital presence in the Geology Department. He has co-authored a book about the geology of primitive mollusks to be published this year. His next big research project involves a carbon/oxygen isotope study of microfossils from the Ordovician period (505–440 million years ago), just before a period of glaciation. "The changes in the fossil record indicate that a cold water fauna was moving into Minnesota, which at that time was located at the equator and rotated 90 degrees [from its current orientation]." Webers' research should illuminate how temperatures changed before glaciation began. Other projects include leading an alumni trip to Iceland this July (see page 36) and acquiring new specimens for the department's museum of fossil and rock displays named for Webers' friend and colleague, the late Henry Lepp.

Being an active professional in the midst of outside stresses is nothing new to Gerald F. Webers. After earning his Ph.D. in paleontology, he began teaching at Macalester in 1966. The college had just acquired the financial resources to increase faculty size and dramatically improve facilities.

Webers took advantage of the school's drive to improve its science division. He began writing equipment grants and research proposals of the kind usually seen only from large universities. He didn't see why a small college couldn't have some of the same equipment and research capabilities as they did. Major funding organizations, such as NASA, the Keck Foundation and the National Science Foundation, agreed.

In addition to improving equipment and facilities, Webers also wanted to involve his students in his professional research. Though commonplace now, it was unusual in the 1960s and '70s for undergraduates to take part in publishable research activities. "Jerry saw the value in having

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Molly McBeath '91, a geology major, is now a free-lance technical writer living in the Twin Cities.

quality, over-achieving undergraduates involved in research," says geology Professor John Craddock '80. "He was a generation ahead."

A major triumph came in 1979, when the NSF funded his expedition to do further research in Antarctica. Webers headed an international consortium of 42 scientists and 20 support staff. And he took some of his students along for the ride—an unheard-of opportunity. "It was a wonderful experience on a hundred different levels," says Craddock, one of four Macalester students on the trip. "It was an adventure with the world's best geologists at an age that was really influential."

Webers had done significant research in Antarctica as a graduate student, which was thrilling both personally and professionally. "It was wonderful. Every day was different. Every day you were someplace no one else had ever seen or climbed." It was on his third trip as a graduate student that he came across perhaps the most remarkable geological find of his career—a Late Cambrian (520 million years ago) marble bed of fossils, lots and lots of fossils, all perfectly preserved. "In a fauna of this age, you're usually lucky to find a few fossils from maybe five or six species. This unit had 70 species representing seven different phyla [a taxonomic category between kingdom and class]. It was like finding the Burgess Shale," he says, referring to the invertebrate fossils found in Canada that have provided a wealth of information about the evolution of early life.

The fossil bed allowed him to correlate geologic units in Antarctica with units found on other continents and describe what the environment had been like. "It was the environment, the age, the evolution and the diversity all in one spot—an unbelievably rare find." The mountains that contain these fossils are now named the Webers Peaks. In 1981, Webers literally put the college on the map when he named another peak in the region Mount Macalester.

Professor Jerry Webers and students Curt Hudak '79, John Craddock '80, Laurence Rosen '79 and Patricia Gould '79 show off their summer fashions at McMurdo Station, Antarctica, in 1980. Hudak was stunned into silence when Webers invited him to be a field assistant on the trip and said, "You can let me know...." Hudak's response: "Can I let you know in 10 seconds? Yes!"

Webers' stories and continuing research in Antarctica were a part of how he encouraged his students' enthusiasm for geology. But it was his low-key teaching style and approachability that made him a beloved mentor and father-figure. "He would help you learn rather than teach you facts," says Curt Hudak '79, now an environmental geologist. Webers was also known for treating his students as colleagues. Says Hudak of his experience on the '79 Antarctic trip: "Other scientists saw me as a student there for grunt work. Jerry saw me as a young geologist."

Webers also helped his students become successful through other types of real-world experience, such as search committees and departmental reviews. "I had a better view of what faculty life is really like," says Andrew Klein '90, now a professor at Texas A&M. "It really helped build self-confidence and mentored me in how to be a professional."

> 'Other scientists saw me as a student there for grunt work. Jerry saw me as a young geologist.'

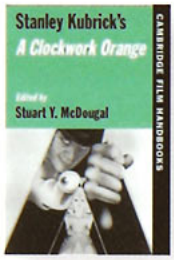
The significance of their research experiences is not lost on Klein, Craddock or Hudak. All name the skills of working independently, being self-motivated, finding relevant literature and knowing how to pursue your goals as part of the importance of undergraduate research. "You get to see the whole process of how science actually works," says Klein.

These days Webers is busy planning and enjoying a variety of trips. Travel has always been one of the bonuses of his work, and Webers delights in his wife Kay's enthusiasm to see the world. "A friend of mine once told me, 'Jerry, you had this nice, quiet wife—then you screwed it up and took her to New Zealand.' And she's never looked back since." When his schedule permits, Webers hopes to return to his position as a lecturer on Antarctic cruises.

In the meantime, he is taking time for life's simple pleasures—coffee, good food and a little good-natured ribbing. He talks about his acquisition plans for the department's museum with a mischievous twinkle in his eyes. "I want a resin cast of a large dinosaur," he says. "Something that will go up three floors, with its head staring into the Psych Department." ●

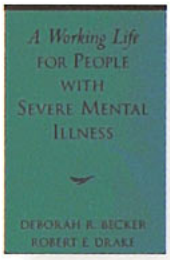
A Clockwork Orange; African issues; memorable meals

Stanley Kubrick's *A Clockwork Orange*
edited by Stuart McDougal (Cambridge University Press, 2003)



This book brings together new essays about Kubrick's 1977 film, one of the most controversial ever made. In his introduction, Stuart McDougal, chair of Macalester's English Department, provides an overview of the film and its production history. He and other critics also examine the literary origins of the work, the nature of cinematic violence, questions of gender and the film's treatment of sexuality, and the difficulties of adapting an invented language ("nadsat") for the screen. The book also includes two contemporary and conflicting reviews by Roger Hughes and Pauline Kael, a detailed glossary of "nadsat" and stills from the film.

A Working Life for People with Severe Mental Illness
by Deborah R. Becker '77 and Robert E. Drake (Oxford University Press, 2003. 232 pages, $50 cloth)

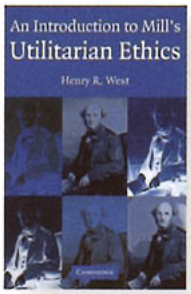


Supported employment, in which clients are placed in jobs and then trained by on-site coaches, is a new approach to vocational rehabilitation designed for people with developmental disabilities. The Individual Placement and Support (IPS) method utilizes the supported employment concept, but modifies it for use with the severely mentally ill. It is the only approach that has a strong empirical research base: rates of competitive employment are 40% or more in IPS programs, compared to 15% in traditional mental health programs, according to this book. The book is intended for students in psychiatric rehabilitation programs and social work classes dealing with the severely mentally ill, as well as practitioners in the field.

Deborah R. Becker and her co-author are directors of the New Hampshire-Dartmouth Psychiatric Research Center, where she is also a research assistant professor of community and family medicine and psychiatry.

An Introduction to Mill's Utilitarian Ethics
by Henry R. West (Cambridge University Press, 2004)

Macalester philosophy Professor Henry West has written a user-friendly introduction to John Stuart Mill's philosophy of utilitarianism. Mill (1806–73), the leading British philosopher of the 19th century, argued that actions, laws, policies and institutions are to be evaluated by their utility or contribution to good or bad consequences.



The book serves as both a commentary on and interpretation of Mill's famous essay *Utilitarianism*. West also defends Mill against his critics. After outlining Mill's life and philosophical background, the book analyzes Mill's arguments against alternative theories. Succeeding chapters address the theory of

The many meanings of Pearl Harbor

Macalester history Professor Emily Rosenberg looks at 'how popular history works in a media age'

In her compelling new book, *A Date Which Will Live: Pearl Harbor in American Memory* (Duke University Press), Emily Rosenberg explores what Pearl Harbor has meant to Americans since Dec. 7, 1941. Her book is not about the Japanese attack. Rather, she looks at how stories about the past, centered on the nearly sacred icon of Pearl Harbor, have taken shape in American culture. She shows how Pearl Harbor "lives" in a thousand guises, from movies and books to Internet chat rooms and public commemorations, and how it symbolizes dozens of often conflicting historical "lessons." Drawing upon recent scholarship about history and memory, she argues that in recent American culture, historical memory is inseparable from the modern media.

'I tried to "destabilize" history in this book, and I aimed it at students and a broader reading public.'

The Macalester history professor came up with the idea for the book after she was asked by historian Akira Iriye of Harvard to join a group of American and Japanese scholars in a three-year project examining how World War II is remembered, both in the U.S. and Japan. She originally expected to conclude her book with an analysis of producer Jerry Bruckheimer's blockbuster movie, *Pearl Harbor*, scheduled for release on Memorial Day 2001. Then came September 11. Suddenly, a study of the meanings of Pearl Harbor acquired a whole new dimension.

She spoke in an interview with Jon Halvorsen of *Macalester Today*.

What is it about Pearl Harbor that made you want to write an entire book about this subject?


STEVE WOIT

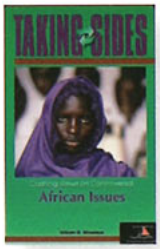
There are libraries full of books about Pearl Harbor, but they all approach it as an event in some way or another. What I wanted to look at was not the event but the way that the term itself became an icon in American culture. It was such a multivocal symbol that I became intrigued with the way we tell diverse stories about history and the way that an historical event can become an icon with diverse meanings.

Then I wanted to say something broader about historical memory and about the way people tell stories about the past; iconic events are not single things that have single lessons but they are stories that get mobilized by specific groups of "memory activists" for particular reasons. So I became intrigued with this project as a way of looking at how popular history works in a media age.

qualitative hedonism; the question of whether Mill was an "act" or "rule" utilitarian; the theories of sanctions and of the relation between justice and utility; and the "proof" of the principle of utility.

Taking Sides: Clashing Views on Controversial African Issues

edited by William G. Moseley (McGraw-Hill/Dushkin, 2004)



This debate-style reader is designed to introduce students to controversies in African studies. The readings, which represent the arguments of leading scholars and commentators, reflect a variety of viewpoints and have been selected for their liveliness and substance and because of their value in a debate framework.

William Moseley, an assistant professor in Macalester's Geography Department and coordinator of the new African Studies program, wrote the introductory chapter, selected and edited the various viewpoints, and wrote introductions and postscripts framing each of the 20 issues.

On The Path to Excellence: The Northshore Concert Band

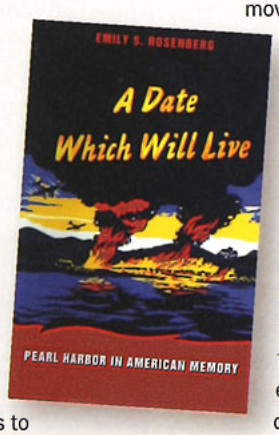
by William S. Carson '79 (Meredith Music Publications, 2003. 276 pages, $24.95)

This book traces the history of the most famous community band in the United States, from its humble beginnings in 1956 to triumphant concerts in Europe and at the Midwest Clinic in 2001. William Carson tells how 11 American Legion musicians evolved into a large, polished musical group of international stature.

Carson is chair of the Department of Music and director of bands at Coe College in Cedar Rapids, Iowa. He also serves as business manager of the Cedar Rapids Municipal Band and has extensive experience as a guest conductor, including performances with the United States Army Field Band and the Col-

Your book refers to the recent "memory boom" in American culture, "memory activists" and "the politics of memory." You write: "Scholars of memory emphasize the constant interaction between past and present in shaping the meanings of both." Does the scholarship of memory give historians new tools or insights to understand not just Pearl Harbor but how we understand history in the first place?

I think so. Historical memory is a hot topic right now. It brings a new array of questions and insights because the goal is not so much trying to establish the "truth" of an event but why some stories become compelling to people and others get forgotten. Historians of memory are intrigued by questions of remembrance and forgetfulness—two sides of the same thing. As with individual memory, one can't remember everything in history. Stories about the past always have to be constructed in some form. What gets left out, what gets included, how it gets structured, where it starts, where it ends—all of that has to do with the composition of history and the meanings it will form. Good history must be grounded in research, of course, but decisions about what research to do and about the shape of its remembrance or presentation are matters of construction.



I've long tried to teach students to engage the past by understanding that there are arguments about it. History is a field of contention and diverse discourses. I wanted to write this book in a fairly accessible manner, which I hope I did, because I wanted it to be a book that I and others could assign to encourage students to investigate the structuring of history rather than to assume that whatever story they encountered was the "right" one. I tried to "destabilize" history in this book, and I aimed it at students and a broader reading public.

After the trauma of September 11th, which everyone immediately compared with Pearl Harbor, did that make the book even more laden with meaning?

It did, but what to write wasn't immediately apparent to me. At the very first conference of this group of Japanese and American memory scholars—we were all in Hawaii together—I first became aware of the Jerry Bruckheimer movie on the horizon. I thought, "Wow—how did I luck out as to pick this topic? It's going to be really interesting to look at the representations in this film." I assumed that would center the last chapter of the book, the perfect finale.

Then of course, six months later, as I was beginning to draft chapters, September 11th happened and the Pearl Harbor analogies were everywhere. I became really discouraged about everything—the attack, the U.S. response and the prospect of writing about any of it. I felt it was going to put a stop to the project, actually.

It took a number of months before I began to see that the rhetorical connections between Pearl Harbor and September 11th provided an important conclusion to the book. I added the September 11th chapter at the end, and I think it refocused the book in a stronger way. The book invites people to ask questions about how we understand the present through frameworks of the past, and how we understand the past through frameworks of the present, and it suggests how that interaction is always present in history-telling. September 11th was an amazingly graphic illustration of that interaction.

You note that people draw "a multitude of lessons" from Pearl Harbor and from history generally. As a historian, do you believe we can—or should—draw lessons from history?

I don't think we can avoid it. Any time you recount a historical story, you are embedding within it—whether you acknowledge it or not—some kind of larger point. The challenge is to become more self-aware about why you make the constructions you do—why you select certain things, ask certain questions and adopt certain narrative strategies—and to encourage students to critically examine the accounts of the past that they encounter. There are usually diverse, and often competing, "lessons" drawn about the past. History becomes more exciting when one conceives of it as an arena of debates and conversations, rather than as a search for single "correct" meanings. ●

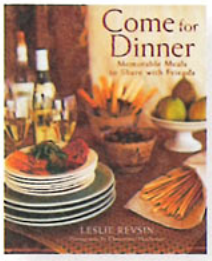
lege Band Directors National Association Regional All-Star Band.

Come for Dinner: Memorable Meals to Share with Friends

by Leslie Arp Revsin '66 (John Wiley & Sons, 2003. 308 pages, $29.95 cloth)

"Whatever the occasion," Leslie Revsin writes in the introduction to her new book, "the food I love to make is simple and pure, with a sophistication that doesn't bonk you over the head. I don't hold with any silly torturing of ingredients or any fancy doo-dads on the plate."

In *Come for Dinner*, the former Waldorf-Astoria chef presents some of her favorite recipes—150 dishes for both casual meals and formal dinners, from hors d'oeuvres and salads to main courses and desserts. She includes such dishes as Thai-style halibut with lime, scallions and crushed chiles; Mexican tortilla soup; feta cheese with tahini and walnuts; filet mignons with gorgonzola-porcini butter; little chocolate spice cakes with strawberries and warm mocha sauce; and dark chocolate chunk cookies with Macadamia nuts. The book also includes two large sections of varied menu suggestions, with practical tips on entertaining.

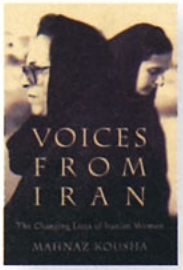


Revsin was chosen as one of 13 "Master Chefs of New York" on PBS and named one of *Food & Wine* magazine's "Top Chefs." A regular contributor to *Fine Cooking* magazine, she is the author of *Great Fish, Quick*, a finalist for the Julia Child Cookbook Award.

Voices from Iran: The Changing Lives of Iranian Women

by Mahnaz Kousha (Syracuse University Press, 2003. 244 pages, $39.95 cloth, $19.95 paperback)

Mahnaz Kousha, an associate professor of sociology at Macalester, returned to her native Iran in the late 1990s to interview 15 Iranian women in Tehran. The women originally came from cities and towns throughout Iran. The youngest was 38, the eldest in her 50s. Extensive excerpts from their conversations—about everything from



marriage and women's employment to their concerns, ambitions and frustrations—form the heart of this book.

"While most studies on Iran have focused on the macro level of analysis and the impact of economic domination and Western influence and intervention," Kousha writes in the introduction, "I have chosen to focus on the micro level, to reveal the individual voices in all the complexities and simplicities that they embody. Such a return to the individual is valuable because it allows a close look at how women themselves see their lives and how they make sense of their worlds. This approach allows the reader to join the speaker throughout her life, to accompany her in her attempt to establish an identity as a daughter, a woman, a mother, a wife, and as a person within the larger social context."

Becoming Black: Creating Identity in the African Diaspora

by Michelle M. Wright (Duke University Press, 2004. 296 pages, $79.95 cloth, $22.95 paperback)

In this comparative study, Michelle Wright discusses the commonalties and differences in how black writers and thinkers from the United States, the Caribbean, Africa, France, Great Britain and Germany have responded to white European and American claims about black consciousness. As she traces more than a century of debate on black subjectivity between intellectuals of African descent and white philosophers, she also highlights how feminist writers have challenged patriarchal theories of black identity.

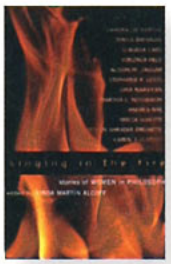
By considering diasporic writing ranging from W.E.B. DuBois to Audre Lorde to the contemporary African novelists Simon Njami and Daniel Biyaoula, Wright reveals black subjectivity as rich, varied and always evolving.

Wright is an associate professor of English at Macalester, where she teaches African diasporic literature and theory. She is a coeditor of *Domain Errors!: Cyberfeminist Practices.*

Singing in the Fire

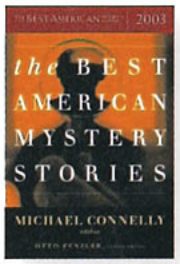
edited by Linda Alcoff (Rowman & Littlefield, 2003)

Macalester Professor Karen Warren contributed an autobiographical essay, "Getting Here from There," to this anthology of personal essays by 12 well-known women philosophers. The book is a collection of essays about the impact of personal and institutional sexism (and related "isms") on the personal and professional development of these women as women philosophers.



The Best American Mystery Stories 2003

edited by Michael Connelly (Houghton Mifflin, 2003. 352 pages, $27.50 cloth, $13 paperback)



A story by Christopher Cook '76, "The Pickpocket," appears in this anthology. The story is set in Paris, where Cook lived when he wrote it. Other authors represented in the book include Elmore Leonard, Joyce Carol Oates and Walter Mosley.

Milwaukee Biker Bars

by Kenn Hartmann '74 and Chuck Hartmann (Spirit Bear Publishing, 2003. 120 pages, $9.95 paperback)

This is the second in a series of guidebooks intended both as a reference for motorcycling enthusiasts and a window into the diverse culture that embraces bikers. Brothers Kenn and Chuck Hartmann, whose first book focused on bars in the Chicago area, offer short reviews of more than 145 taverns in a nine-county region surrounding Milwaukee. The book contains detailed maps and hundreds of color photos.

Kenn Hartmann works with Open Road Radio WCKG 105.9 in Chicago and is involved in production of a cable show to be aired on one of the Discovery channel networks.

"I've always thought that part of the liberal arts tradition should be giving back when it is 'your turn,'" says Jeffrey Larson '79, a trustee and generous donor to Macalester. He is pictured with his wife, Janet, in the Hugh S. Alexander Alumni House.

"I know that much of my success is a result of the education and experiences I had at Mac. Those were made possible, in large part, by those who came before and gave generously of both their time and money. Now it is incumbent on me to do my part."

He also wholeheartedly agrees with President Brian Rosenberg's assertion that there are few philanthropic contributions that will pay off in larger social terms than an investment in a college like Macalester. "There is no doubt in my mind that Mac produces leaders of quality and character," Jeff says.

GREG HELGESON

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Student lounge

Big-screen TV, pool tables, student art on the walls, a direct line to the Grille for ordering food—these are among the attractions of the new student lounge and game room. Formerly a storage space, the lounge is on the lower level of the Ruth Stricker Dayton Campus Center. Macalester's Student Government originated the project and polled students about what they wanted in the lounge. Student Government President Haris Aqeel '04 and Mike McPherson spearheaded a $90,000 fund-raising campaign for the lounge.

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